

# THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on another page.

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## Psychology of the Child.\*

By Dr. W. Preyer, Wiesbaden, Germany, formerly Professor of Physiology at Jena.

While the genetic method, discovered and tested by Darwin, has been applied, with great results, to nearly all branches of biological science, psychology has not been promoted by this new and powerful means of investigation, at least in Germany—its home—except in isolated cases here and there, sporadically, as it were.

This lamentable circumstance and the controlling indifference among psychologists against psychogenetic investigations—a few laudible exceptions only confirm the rule—is apparently a sequence in the order of development of the natural sciences during the last three centuries. After Galileo had overthrown the scholasticism of the Aristotelians by founding mechanics upon experiments, this showed itself to be such a fruitful field of investigation—as may be seen in the entire science of physics which grew out of it—and such an extremely fertile and exact realm in giving satisfying explanations for the movements of inorganic bodies, that the thought was more confidently cherished, that other than the processes of inorganic nature, viz., the movements of living beings, and consequently all known changes in the entire world, might be explained mechanically. It is even now maintained by some that what cannot be explained mechanically always remains unintelligible.

A knowledge of this fatal error has been aggravated during the last half century, especially in the significant advance of physiology, as the physics of organisms. The more physical (and chemical) processes were established in living bodies, so much the more attractive did it appear to comprehend the entire organism as a complex of physical (and chemical), not to say, in the last instance, mechanical processes, and to further investigate it in the light of this interpretation. What did not, in the meanwhile, permit itself to be taken hold of by this gradually and exceedingly finely formed method of physics, remained unobserved in the best texts on physiology. And this is exactly the development of the soul.

Pure physics knows nothing of the concepts of *development* or the *soul*. It has no relation to these, and is opposed to the notion of *transmission*, which is inseparable with the former two. If, notwithstanding, it be affirmed that life, including the processes of development and the hereditary character of certain functions, can be explained either physically, or even mechanically, it is well to remark, that under all circumstances, an essentially different physics than that of the present, which is thorough-goingly unpsychological, is demanded for such a purpose.

A second reason for this conspicuous neglect in Germany, of the study of psychogenesis in man and animals, lies, without doubt, in this physical direction of physiology in connection with its preference for experiments instead of pure observation. Natural science must thank experiment for its immense triumphs in both the theoretical and practical fields, and it will carry this unloosable acquisition much farther in marking out old, false tenets and in discovering new facts, which otherwise would remain concealed. But there are problems which bid defiance to experiment. Above all, among these is the problem as to how the child comes by a soul. The discovery of the exact problems calling for experiment is prevented by the gradual physical and psychical development, and not by its insufficiency before birth. One can experiment comparatively little on newly-born children, and the unallowable approach by vivisection and toxicology has kept many physiologists from busying themselves scientifically with this, the most interesting product of nature. This backwardness cannot be excused, at least, through want of material. But it is not necessary in the beginning to investigate the child's mental development by much experimenting. It depends much more upon pure observation. Diseases, injuries, malformations, and poisoning very often make up for the loss of experiments. Experimenting is observation under artificially changed conditions, either the object alone, or the circumstances alone, or both being changed. Simple observation, on the contrary, excludes every change in the object, or its surroundings, artificially introduced by the observer. This observation, *e. g.*, the hour long watching of the crying, playing, sleeping, awakening, nursing infant, chiefly in the nursery, is not something for every one. I can give the assurance out of my own experience, that it is much more difficult than any physiological or experimental investigation, requiring a long preparation, in a fairly-well equipped laboratory with good, precise instruments.

And of all things, the pure observation of the *mental development of young animals*, as newly-hatched birds and ants, confessedly belongs to the most fatiguing

\* An address before the General Session of the Third International Congress of Psychology, Munich, August 5th, 1896. Translated for *The School Journal* by Edward Franklin Buchner.

ing activity that I know of. There are, however, many psychologically, especially psycho-genetically, important questions, chiefly animal language and instinct, which can be gradually answered in this manner only. It is lamentable not to find a passion for such a study of nature in trained psychologists. Untrained naturalists, who are often expert observers, do not know the essential elements to be sought for, and their results, as all second-hand material can acquire value only through strictly scientific criticism.

But we here limit ourselves to the investigation of the child. I have been asked so often what kind of observations should be made at first on the newly-born, then on the infant, on one, two, and three-year-old children in order to promote our scientific knowledge of mental development, that it will be suitable to consider some of the most important problems. Herein alone is shown the great significance of the too often undervalued psychology of the child.

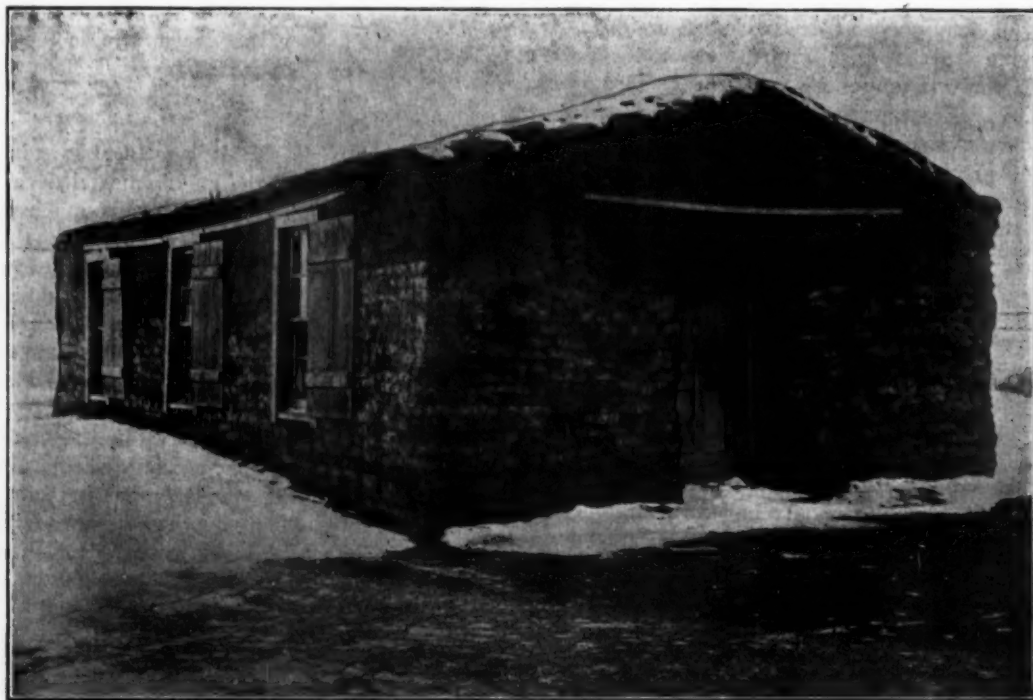
The muscular movements, all of them, are the first to be noticed. For the movements of the extremities and of the muscles of the face, head, and trunk, are those of psycho-genetic value, if not the single, objective marks of the beginning psychical processes in the post-natal life, as before birth, of the infant, which shows a resemblance to animals, often alarming experienced parents. It is not easy to find any uniformity in the ceaseless unrest of the child. Great patience and unprejudiced consideration are alike necessary; and the former is met with more frequently than the latter. Especially a search approached through a mechanical view of the world, namely, attributing a definite cause at once to every well-established phenomenon, very materially disturbs the progress of the investigation. I will not go so far as one of the most genial thinkers and inquirers of the present day, who hopes that the natural science of the future will set aside, on account of their

formal obscurity, the concepts of "cause" and "effect," which have a strong trait of fetichism.

But, in child psychology, this dreaming over the causes and effects of the generally enigmatical movements in the first few months is no less useless and harmful than the contrivance of all sorts of remarks, as causing movements,—on the part of the ignorant nurses and governesses, who thus obtain startling effects, wishing to show how wise the infant is. It all depends on collecting the facts of nature, and recognizing the mutual dependence of the included phenomena. It is a valid procedure to discover the kind of dependence, the function, as it were, but not to transfer a product created by the human imagination, a fiction under the name of "cause," to nature as a principle, and to build phenomena upon it as "effects." If any one wishes, after the mathematical method of consideration, to call the primitive variable "cause" and the dependent variable "effect," there would then be as little expressed about the manner of the function nexus, which proceeds over the simple relation of dependence, as in any selected psychical or other process in general, when the dependent is called "effect," and that from which it depends, "cause." For there is no cause which can not be thought of as supplied by another, and every effect may be attributed to several causes.

(To be continued.)

A bill has just passed the Maine state legislature providing for the examination of teachers at stated intervals and the fixing of three different grades of teachers. The object is to stimulate teachers to fit themselves for better work. At the outset the examinations will not be rigid, but after teaching for two or three years, if an instructor has not sufficient interest to try to qualify herself for a higher grade than the one first held, she deserves no place in the schools. This is directly in line with the efforts *The School Journal* has been making almost from the very beginning of its history. Wherever the plan has been tried it has been found most successful in promoting the professional advancement of teachers. Maine's move will help to bring other states into line.



District No. 19, Kit Carson County, Colorado.

## School Architecture.

### Development in a Young State.

By Lucy E. R. Scott.

One day, in 1859, before our state was yet an organized territory, a train of emigrants were wending their weary way over the dusty plain, that previous to the treaty with Mexico, was designated on our school atlases as "The Great American Desert." As soon as indications of habitation were visible to the caravan a young man who was driving an ox team drew his team aside from the train and proceeded to make a toilet suitable to his arrival at the metropolis. His colored shirt was exchanged for an immaculate white one, with the latest style in collars, his rough clothing for a suit of broadcloth, his broad-brimmed hat for a silk one, and before entering the precincts of the city his toilet was completed by the addition of a pair of kid gloves. This gentleman was the first school-master in Colorado. Immediately upon his arrival he rented a room and secured a few pupils for a private school. In 1860 the first school-house was built of hewn logs, in Boulder. It was a very good building for the time. A model of it was exhibited at the Columbian Exposition.

In 1861 the territory was organized, with a population of 25,329, and of this number one-sixth were women, and there were children enough to organize a few schools, but districts as large as some of the states, with twenty or twenty-five pupils, were difficult to manage. However, the people in authority were possessed of good intentions, for the first territorial assembly passed an act which gave to the territory a very comprehensive school law, similar to that in force in Illinois and incorporated the University of Colorado and determined its location at Boulder.

In '62 a public school was taught in a rented house in Denver, and when, in '69, the school census had increased to 1,200, the schools were still in rented rooms. The capital was at Golden, and in '63 a one-story brick building was erected for the governor's office, and in it room was provided for a public school.

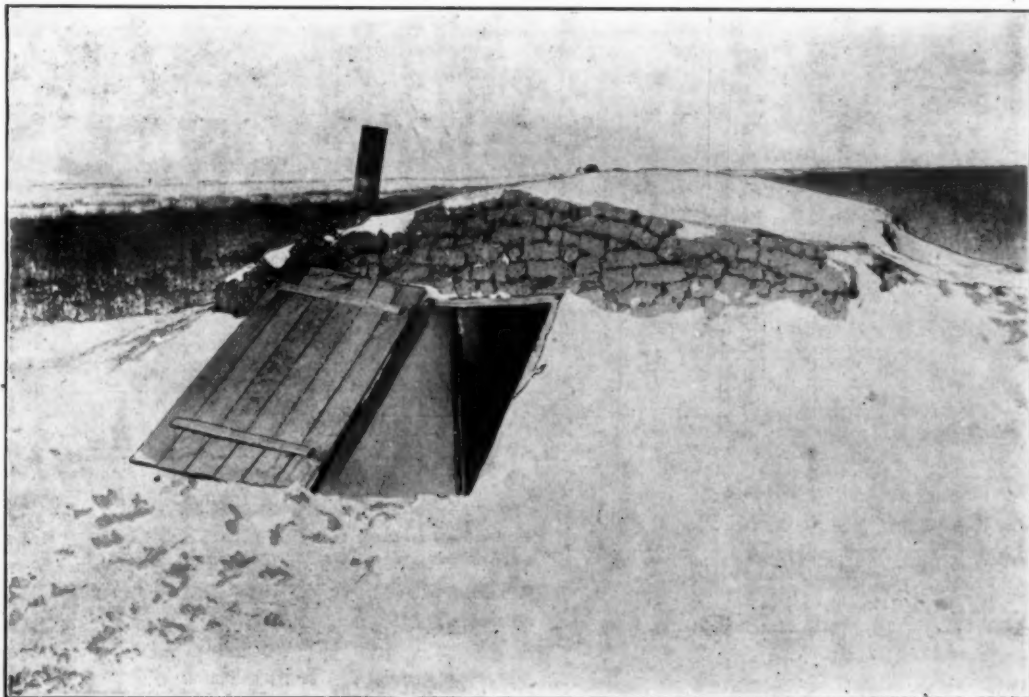
For several years little interest was manifested in public schools, partly because many came without wives and children, and some who brought them returned, discouraged by the hardships, and disappointed that ignorance and experience was not successful in gold hunting, partly because some of them who remained and were successful were so absorbed in gathering wealth that they had no zeal for developing a public school system; others were mere fortunehunters, whose only ambition was the acquisition of wealth, which they intended to enjoy elsewhere. School taxes were levied and the money apportioned, but the funds were, in many cases, misappropriated, and the reports required by law were not made until 1870, there was no school system in the territory. The capital had been

removed to Denver, which was divided into three school districts. Many organized districts in the territory had too few pupils to maintain a school. Where there was a sufficient number, houses were built of logs, adobe or grout, whichever material was to be had, with the least inconvenience.

On the plains, where there was neither trees nor adobe soil, people were compelled to construct their houses—called dug-outs—by excavating a square or oblong hole in the earth about six feet deep; a few branches of a tree, or a few pieces of lumber served to support a roof made of sods, or hay, and dirt. If a few families congregated along a stream of water a school district was organized; sometimes a dug-out was constructed for a school-house, but more frequently a lady taught in her own house. There was no light, except what was admitted by the open door, from which steps led down into the house. Fortunately, the weather in this climate usually permitted the door to be open during school hours.

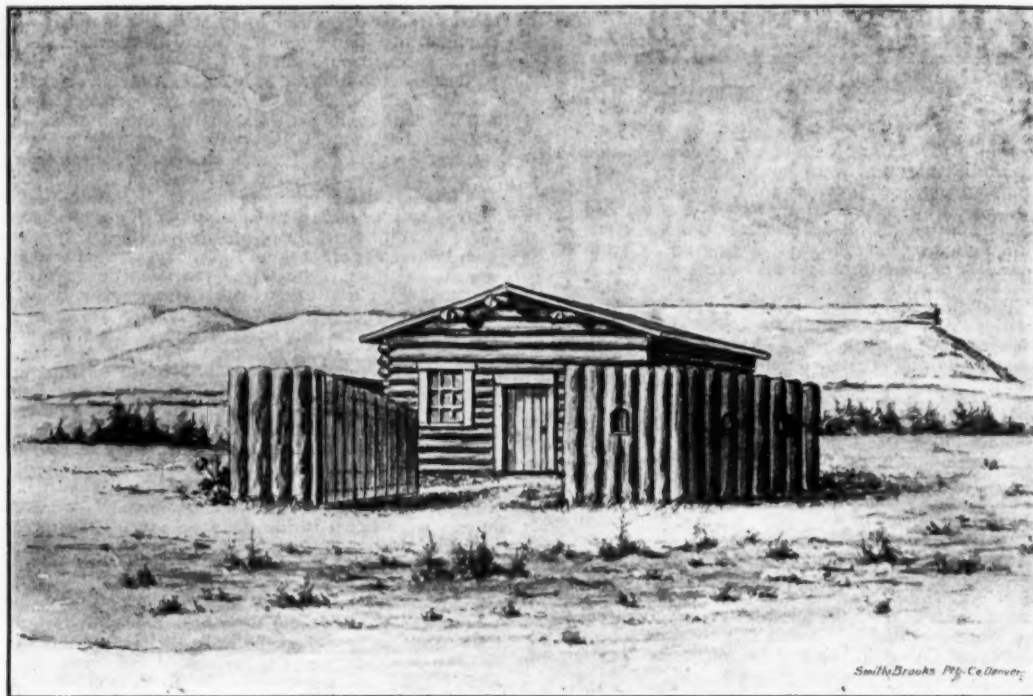
In the southern and western part of the state timber was abundant, and school-houses were built of logs, sometimes covered with the bark, frequently hewn or squared. If near a saw-mill, they were built of slabs standing upright. In localities where there were Indians, the school-houses were protected by stockades of logs, though the only mischief to which the Indians were inclined was the stealing of the horses upon which the children rode to school. Generally the horses were picketed in sight of the windows, where they fed upon the buffalo grass, but if any vicious Indians were about, the horses were taken inside the stockade. There are still many districts, ten and fifteen miles in extent, the children remote from the school-house ride their ponies to school, perhaps driving the milch cows to new pasture each morning on their way to school and taking them home at night. During the school hours they picket their horses near the school-house.

In 1870 the arrival of the railroad gave an impetus to every kind of business, and the success of the smelting works in treating the ores gave confidence to the people that Colorado was to be something more than a collection of mining camps. They saw the possibilities that might arise by the judicious expenditure of the money taken from the mines in developing the agricultural resources of the state. It had been demonstrated that the soil was productive wherever water could be obtained in sufficient quantity for irrigation. Some manufactures were projected, and, altogether the appearance of stability and permanency prevailed. The interest of the public was suddenly awakened in regard to the schools. Central City built the first permanent house of granite, costing \$20,000. At Black Hawk a fine frame, costing \$15,000, was erected. The next year the first public school-house in East Denver was built of brick, at a cost of \$75,000. This was the boast of the citizens, it being the finest school building west of the Mississippi. West Denver built a brick building, costing one-third as much. Greeley, Golden, Colorado Springs, and Georgetown all built costly, permanent buildings, after the most approved modern plans, and with the best heating and ventilating apparatus.



Dug-Out. District No. 48. Kit Carson County, Colorado.





First School-House in Montezuma County, Colorado. With Stockade for Protection from Indians.

The people at Boulder remembered that they were to have the state university, and donated fifty-two acres of land upon which to erect the university buildings. In '74 the assembly made an appropriation for the buildings, and also passed an act establishing the school of mines.

In '72 and '73 the population of Denver increased so rapidly that the fine school building did not accommodate all the pupils. A stone foundation, built for a church, two-thirds under ground, and covered with a roof, with an entrance similar to a dug-out, located upon the principal street, was rented for a primary school, while another building was in process of erection. Upon the plains the dug-outs began to be replaced by grout or concrete houses. Lumber was very expensive, especially when transported long distances. As little as possible was used in the construction of these houses. The windows were often protected by blinds, made of common boards, from the mischievous depredations of cow-boys, and other irrespon-

sible parties. After a time, if these buildings were not replaced by frame, brick, or stone, they were lathed and plastered, and made quite picturesque and comfortable school-houses.

At this date newly-organized districts, if in the vicinity of a railroad, or a saw-mill, build of frame or brick, but there are still localities where the adobe and log are the only school buildings. Scarcely any town in the state that does not possess one or more school buildings, with all modern improvements, with rooms furnished with the best chairs and desks, well equipped with maps, charts, apparatus, and reference library. Some idea may be gained of the improvement in school buildings from the increase in values. In 1886 the school property was valued a two and a half million dollars.

In 1896 the value was nearly \$6,000,000, exclusive of the value of the property belonging to the state institutions, which is about one million more. Upon the campus of the university are ten



District No. 10, Park County, Colorado.



brick or stone buildings, including the residence of the president. The Agricultural college has seven or eight fine buildings. The Normal has a splendid building of pressed brick, trimmed with red sandstone, situated in the midst of a campus containing forty acres. It is one of the most beautiful and commodious school buildings in the United States. The school of mines and school for the deaf and blind have fine buildings, but are not commodious enough for the number of pupils. The buildings in the cities and towns of the state are not excelled by any in this country. Colorado people generally take pride in having school buildings that compare in architectural effect and in convenience with any other of their public buildings.

It is their ambition to keep in touch with all new educational methods.

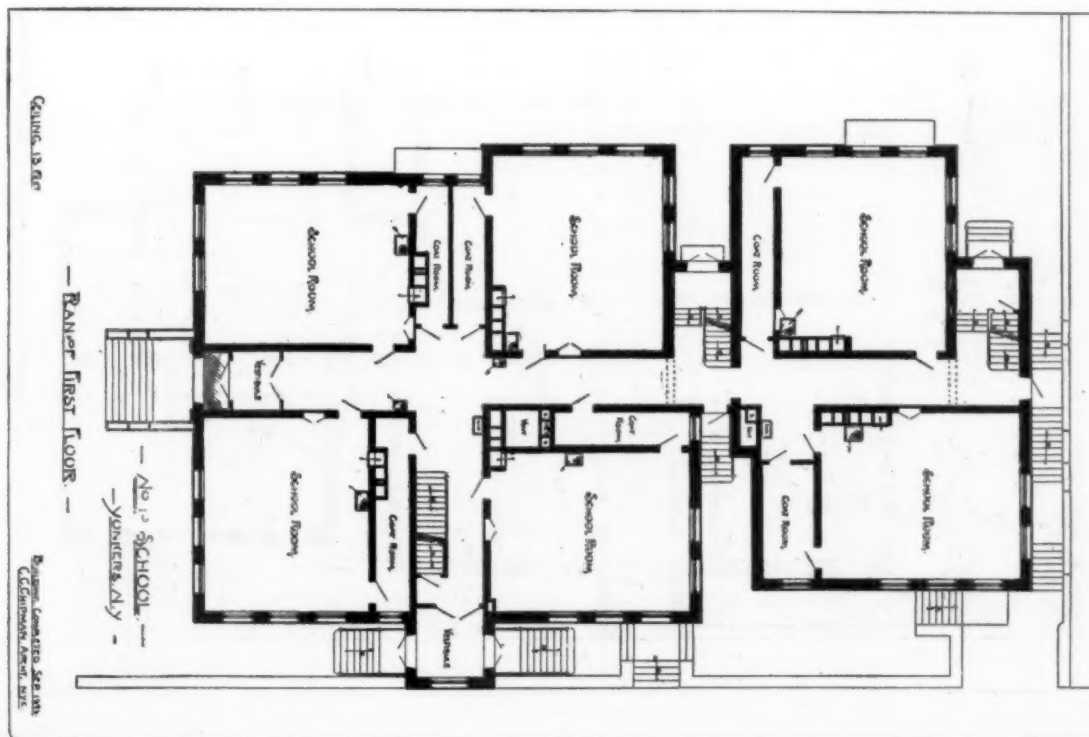
The majority of the people are ready at all times to adopt free text-books, free kindergartens, manual training, sloyd or domestic science.

Parents are solicitous of having for their children every advantage afforded by an Eastern city. That these advantages have been granted is demonstrated by the standing which the pupils from our schools take upon entering Eastern schools and colleges, and the rank which they are able to maintain.

Denver, Colorado.

## Model School Plans.

Yonkers, N. Y., has long been known for its excellent schools and its broad-minded board of education. The growth of this city, though not especially rapid, makes it necessary that the board of education should provide from 400 to 500 sittings each year. In other words, at the present time, there is a gain in school population each year of from 400 to 500 pupils. The superintendent of schools there, Mr. Charles E. Gorton, has given great attention to the planning of school-houses, and to their ventilation. On this and other pages will be found floor plans of a school opened in Yonkers, in 1896, and to which an addition was made during the summer vacation of that year. What this addition was can plainly be seen from the floor plans. These floor plans, as a study of them will show, embody the best features so far as arrangement of rooms, lighting, etc., are concerned. The rooms are nearly all of the same size, about 24 x 30 feet, and seat forty-eight pupils. The ceilings are fourteen feet high. These conditions give rather more than fifteen square feet of floor space for each pupil and 200 cubic feet of air space—the standards now generally accepted for school-rooms. The window sills are four feet from the floor; the light is massed, and comes from the left and from the rear of





## School Law.

In this department THE SCHOOL JOURNAL publishes monthly abstracts of important legal decisions on questions of especial interest to schools and school officers.

### Recent Legal Decisions Pertaining to Schools and School Property.

Digests by R. D. Fisher.

#### Teacher's Contracts.

#### TEACHERS' DISCHARGE—APPEAL—MANDAMUS TO TRUSTEES—CONCLUSIVENESS.

1. On appeal from a judgment rendered against a school district upon a claim for damages, occasioned by the trustees in violating a written contract made by them, with appellant as teacher, wherein the latter was to teach the district school for six months; the said trustees having dismissed and discharged him, without legal cause, and without his consent at the end of the third month. A check for the amount of the judgment was demanded of the trustees, which was refused, and in a subsequent action, under writ of mandamus to compel them to do so, the court

*Held*, 1, That a public school teacher discharged by the trustees, though without proper cause, cannot hold the school district liable for damages, unless he proceeds with his appeal from their action, in the manner allowed by law. (See Act. May 20, 1893; sec. 55.)

2. That writ of mandamus will lie against school trustees, made by Act., May 20, 1893, "bodies politic and corporate in law," with power to contract, to sue, and be sued.

3. The check of school trustees on the county treasurer being necessary to authorize payment of a claim against the district, they may be compelled to draw it in favor of the holder of the established claim, there being funds in the treasury for its payment.

*Harkness vs. Hutcherson et al. School Trustees, Tex., S. C., February 8, 1897.*

*NOTE.*—The law in this state empowers the trustees to employ and to dismiss teachers, but also provides that, in case of dismissal, the teacher should have the right of appeal to the county and state superintendent. The effect of the discharge of a teacher by the trustees is to suspend him

and to annul his contract of employment, until the order of dismissal may be set aside by either of these officers. If the appeal is sustained, the result is to restore the teacher and make his contract good from the beginning. This appeal should be taken without unnecessary delay. This he failed to do but asked for mandamus to enforce his judgment. The court concludes that because he failed to appeal to the officers as the law directs, he has no cause of action.

#### School Officers.

#### SCHOOL DIRECTORS—ELIGIBILITY OF WOMAN—STATUTE.

Where the statute (sec. 8086, 1889) provides that the qualified voters of the district shall, annually \* \* elect two directors, who are citizens of the United States, resident taxpayers and qualified voters of the district \* \* who shall hold their office for three years, and until their successors are duly elected and qualified:

*Held*, that under this statute and the constitution of the state, only males are eligible as voters, and hence, only males are eligible as school directors.

*Held*, That the choice of the people for such an office must be confined to those persons who, by law, are designated as qualified to take the office and discharge its duties, That the legislature has the power to prescribe the qualifications requisite to office holding, and it is not the proper function of a court to add to or nullify any of them. Judgment of ouster affirmed.

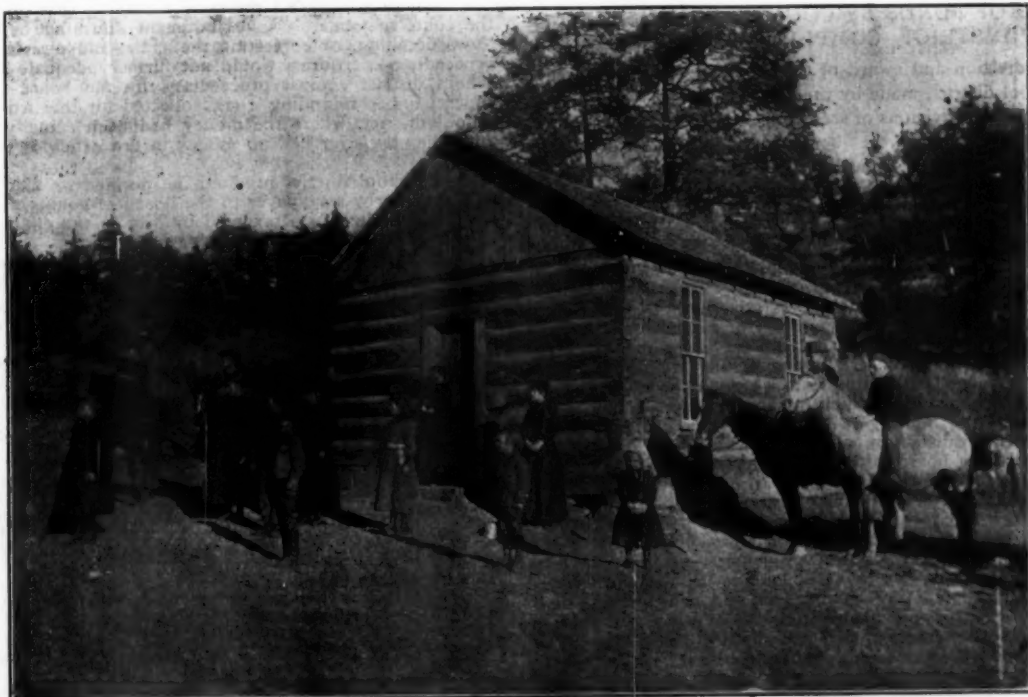
*State Ex rel., Ing., vs., McSpaden, et al., Mo., S. C., Feb. 20, 1897.*

*NOTE.*—It was conceded in this case that Mrs. McSpaden was elected to be a director and that she had entered upon the duties of the office, taking possession of school property and directing things in general. The objection interposed to her exercising the functions of a director was that she could not legally hold the office on account of her sex. The court sustained this view and gave judgment of ouster.

#### SCHOOL DIRECTORS—INVESTIGATION—APPOINTMENT OF INSPECTOR—NOTICE.

Where the citizens of K. township petitioned for the appointment of an inspector for school district No. 6 where it was alleged no school accommodation had been provided, and upon report, found the directors guilty of neglect, without cause, and a decree made thereon removing them from office, on appeal:

*Held*, 1. That notice to school directors, by petitioners, of the time and place of hearing a petition for the appointment of an inspector, under the law (1893) to investigate the neglect



District No. 5, Archuleta County, Colorado.



of the directors, is not required and is not necessary. It is enough if the inspector give the prescribed notice of the investigation.

Under the Act (1893) providing for the appointment of a "competent inspector" a lawyer may be appointed.

In re. School Directors of K. Twp. And Appeal of School Directors. Penna., S. C., Jan. 4, 1897.

#### SCHOOL COMMISSIONERS—APPOINTMENT TO VACATE—TENURE.

On appeal from an order of the trial court granting a writ of mandamus, by which the appellant was ordered to vacate the office of school commissioner for C. county, and to surrender it to the appellee, the court *held*, reversing, that under the Act of 1892, C. 341, one appointed by the governor to fill a vacancy in the board of school commissioners holds until another has been appointed by the governor with the consent of the senate.

Ash. vs. McVey M'd., S. C., Jan. 7, 1897.

#### School Districts.

#### CHANGE OF BOUNDARIES—NOTICE—APPORTIONMENT.

Action by new district against old district to recover amount alleged to be due under the law. On appeal, *held*:

1. Where laws 1893, c. 78, authorizes the special commissioners and the county superintendent of schools to change the boundaries of school districts, and create new ones, after notice by the school auditor to the school boards of the districts to be affected, without specifying the manner in which the notice shall be given, that a remonstrance to the special commission, signed by the school officers of a district affected, acknowledging receipt of notice regarding the change, is prima facie evidence that notice was duly given.

2. The manner in which such notice is given is immaterial.

3. Testimony of the clerk of the school district board that no notice was served on the board "officially" does not rebut the presumption of notice arising from the acknowledgment in the remonstrance.

4. Under laws 1893, subdivisions, requiring the county commissioners and county superintendent of schools, at the regular July meeting of the county commissioners, to make an apportionment among the school districts, school districts are not entitled to notice of the time when the apportionment matter would be taken up.

School Dist. No. 56, vs., School Dist. No. 27, etc., Dakota, S. C., Dec. 12, 1896.

#### AWARD OF FUNDS BY COUNTY COMMISSIONERS—NEW DISTRICT—COMPLIANCE WITH STATUTE.

1. A division and award of the moneys, funds, and credits of a school district, made by the board of county commissioners, under the provisions of sec. 3,674, stat. 1894, which requires that when changing the boundaries of, or when dividing a school district, such board "shall make a division of all moneys, funds, and credits belonging to such district, and shall make an award of such moneys, funds, and credits to the districts affected by such change; and in making such award the commissioners shall take into consideration the indebtedness, if any, of the district so divided, and shall make such division as they deem just and equitable," is governed by the rules applicable to awards made by statutory or common law arbitrators. Technical precision and definiteness are not required, but there must be no uncertainty as to the intention of the board; and it will not be uncertain where the award sufficiently indicates the means by which the amount thereof may be ascertained, leaving nothing to be done but a ministerial act or an arithmetical calculation.

2. Where the board, after creating the new district out of portions of other districts, attempted to make a division as follows: "After payment in full of the present outstanding indebtedness, if any, of the old districts affected by the change, then the portion of the moneys, funds, or credits of each of said old districts, paid in by or realized from assessment or levy against such portions or tracts of land as are detached therefrom by said change, and included in said new district, shall be paid by each of said old districts into the county treasury and placed to the credit of said new district. Said division to be based upon the assessed valuation per acre." The auditor

made a computation, and found the amount due from defendant to plaintiff, for which judgment was ordered. *Held*, under rules applicable to awards, that the statute had not been complied with in the purported division and award upon which this action is based. Judgment reversed.

Gregg. et al. vs., French et al., Minn., S. C., Feb. 3, 1897.

#### Taxation.

#### SCHOOL DISTRICT—CHANGE OF BOUNDARIES—LEGISLATIVE POWER.

Action against county superintendent to prevent change of boundaries. Plaintiffs appealed.

*Held*, 1. That a school district is but a subordinate agency of the territory, doing the work of the territory. The legislature may create or abolish school districts, or it may change their boundaries without consulting the inhabitants. It may thus change their boundaries for any reason that may be satisfactory to it, and it may do this as well through a subordinate agency or officer as by direct legislative act.

2. Where, by law (1893), the legislature intended to provide for a systematic and uniform division of the territory embraced in each county into school districts; that, for that purpose, they invested the county superintendent of public instruction with power to divide the territory or the county into convenient districts, and to change such districts when the interests of the inhabitants of the county required such division or change.

3. The superintendent of public instruction, in making such division or change, is not limited to those cases only where the topographical and physical conditions alone make such division or change necessary. It is not necessary that topographical or physical conditions requiring that changes should be made in the districts, should exist as prerequisite and jurisdictional facts before the superintendent of public instruction is authorized to act or make such changes, if the interest of the inhabitants of the county in other respects require that such changes should be made.

4. It was intended by the legislature that the superintendent of public instruction should divide the county into convenient school districts, and change such districts when the interest of the inhabitants of the county required, but that, in making such division or change, he should consider the topographical and physical conditions, which might interfere with convenient attendance on the schools.

5. The powers conferred upon the superintendent to divide the county into school districts, and to change such districts, are of a judicial nature, and in their performance require the exercise of a judicial discretion; and when exercised, unless there has been an abuse of such discretion, the courts cannot interfere.

School District No. 17, et al., vs., Zediker Co. Supt. et al. Okla., S. C., Jan. 11, 1897.

#### SCHOOL DISTRICT—TAXATION—ACTION TO RECOVER BACK REFUNDED TAX—REMEDY IN EQUITY—LAND INCLUDED IN DISTRICT—ESTOPPEL.

1. Under sec. 322 of the code providing that on certiorari the court may merely give judgment affirming or annulling the proceeding, or correcting the same, and directing further proceedings, certiorari would not furnish adequate relief to a school district against proceedings by the board of county supervisors in refunding a tax collected for the benefit of the school district, where the money had been actually refunded and the taxpayer had no money in the hands of the county officers.

2. A school district need not be notified or made a party to a petition by a taxpayer to the board of county supervisors for the refunding of a tax paid by him to the county for the benefit of the school district.

3. Where the records of the organization and limits of a school district have been lost, and certain lands have been considered as a part of the district for thirty years, and taxes have been assessed thereon for the benefit of such district, and the district has furnished school facilities to the inhabitants during such time, the land will be considered as a part of the district for the purpose of taxation.

4. The fact that one of the directors of a school district and the secretary of the school district board, and an elector who was not an officer of the district, while acting as judges of a school district election, refused to allow electors residing on certain land to vote, on the ground that they lived outside the district, will not estop the district from thereafter claiming that such land was within its limits for purposes of taxation.

Independent District of Ottumwa vs. Taylor et al. Iowa., S. C., Jan. 22, 1897.

NOTE.—After Taylor and others had been denied the right to vote he demanded a return of taxes paid by him and the board refunded the same to him. This action by the district is against Taylor and the school board to recover back the taxes so refunded. The trial court ruled that the board had no right to refund the tax and the supreme court affirms that judgment.

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th Street, New York City.

### Material for Art Decoration.

With the movement for school-room decoration there has come the problem of selecting and grading the material offered. Teachers realize that works of art, as well as textbooks, may be above or below the ability of the pupil.



Fig. 1.

The subject of school decoration is so new, and there is such a diversity of opinion upon some points, even among art teachers, that it is natural for the superintendent or school official to feel a little timid about venturing into the subject. Fortunately, at this juncture, the question as to what is best is narrowed down by the invention of a new material, and the advent into this field of a firm devoted exclusively to supplying the needs of schools, backed by expert knowledge and long experience in educational art matters. We refer in the first instance to the casts of fruits, vegetables, and decorative forms



Fig. 2.

in a new fibrous plaster, recently brought out by J. C. Witter & Co., of this city. Cut No. 1 illustrates the composition of the material. It will be seen that through the plaster is woven a fiber, which renders it very tough, and this toughness makes it possible to have the forms hollow, thus rendering them remarkably light. Outwardly, they have exactly the appearance of pure plaster, but they can be colored like natural fruit if desired.

It often happens that the particular fruit or vegetable desired to illustrate a lesson is not in season, or is too costly for the average pupil to procure, and the teacher's work is consequently rendered more or less abortive. Most teachers know how disappointing it is to ask a class to bring a particular fruit or vegetable on a certain day, prepare a beautiful lesson on the subject, and have it fail for lack of objects.

The perishability of the natural fruit or vegetable is especially unfortunate in grouping, as a difficult group may not be finished during the brief period allowed for drawing in the average school, and it can never be exactly re-produced, while the casts can remain undisturbed if necessary.

Cut No. 2 illustrates a few of the forms into which this new material is moulded, direct from nature, and cut No. 3 illustrates not only subjects for decoration, but the effect of properly arranged casts and pictures in making a room beautiful. This cut represents a corner of J. C. Witter & Co.'s rooms at 76 Fifth avenue, and suggests the line of decorative works which they carry.



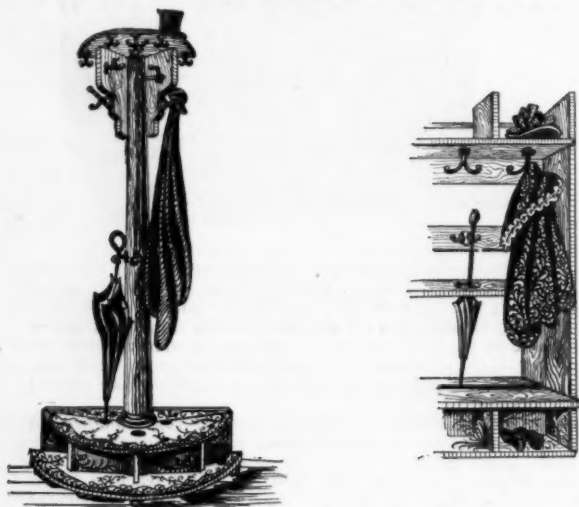
Fig. 3.



**The Combination Cloak Stand.**

This sanitary, labor-saving invention has been planned in various forms, for the use of public conventions, city or country schools, libraries, gymnasiums, and private houses.

On the top of the stand is a place for hats or bonnets, and at the base are compartments for overshoes. There are hooks for cloaks and overcoats, and provision is made for wet umbrellas. The base of the stand slopes toward a metal-lined aperture, which may be connected with a metallic gutter, so that all water from umbrellas, rubbers, and wraps, may be collected in the gutter and emptied into a sewer pipe. The gutter may be flushed with water and cleaned after a rainy day. The use of a safety-valve or stop-cock prevents all danger from sewer gas. If preferred, the stand may be built so that



the gutter empties into a movable metal pan. This receptacle fits into a groove, and may be taken out as easily as a desk drawer. The stand is useful in dry, as well as rainy weather, the umbrella-rack, being used for parasols, canes, etc.

It can be made in single or double sections, to suit the shape of the room.

For private residences the stand may be made round, semi-circular, or oval, according to the plan of the hall. The space occupied is from six inches to one foot square, and from five to eight feet in height. The stand may be made of the cheapest wood, or of the most expensive material, with tiling, etc.

The combination cloak stand was patented in 1896. For further particulars, address C. M. Cary, 33 Pierrepont street, Brooklyn.

**A New Pencil Sharpener.**

The Upright Pencil Sharpener, of which an illustration is here given, is an ingenious contrivance, to which we call the attention of those interested in school work. This machine consists of a file of the best quality, 2 $\frac{3}{4}$  inches long, which slides up and down in the box as the crank is turned. The pencil is held firm by a clamp inside a pulley, and revolves with it. The end of the pencil passes through a hole in a steel

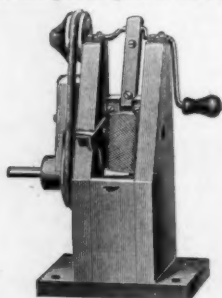
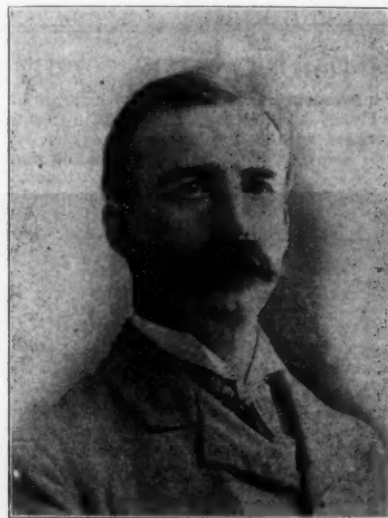


plate near the file, and by pressing the thumb lightly upon the thumb-piece of this plate the pencil is forced against the file and is rapidly sharpened. An important feature of this machine is that it cuts till the end of the pencil is a perfect cone and no further. The point of the pencil can be lengthened or shortened by turning the screw under the thumb-piece. Full particulars may be obtained of the Upright Machine Co., Paterson, N. J.

**School Supply Field.****The New Secretary and Treasurer of the United States School Furniture Company.**

Those connected with the school-furniture trade, as well as purchasers of school furniture, will be interested in the announcement that Mr. L. D. Brown has succeeded Mr. Adams as secretary and treasurer of the United States School Furniture Company, of Chicago. The general management of the concern will devolve upon Mr. Brown in connection with the president, Mr. F. A. Holbrook.



L. D. BROWN.

Mr. Brown was born in Waynesburg, Pa., in 1853, and obtained his education in the public schools of that place and in Waynesburg college, where he was graduated with the class of 1878. Before completing his college course he acquired some experience as a teacher of the country schools of his native county. After graduation he spent several years in the school-room as teacher, embarking in the school furniture business in 1883 as traveling salesman. He continued on the road until 1893, when he accepted a position in the office of the United States School Furniture Company.

His rapid rise is the result of integrity, industry, and strict attention to business. We are sure that the business will gain largely by his advancement to a more responsible position.

The United States School Furniture Company is one of the most important companies in the business. They make, among other things, Combination Adjustable School Desks, that have many excellent features. The "Paragon" and "New Triumph" desks are widely known, and acknowledged to be well-nigh perfect.

**The Smith Premier Company's New York Office.**

The thousands of users of that elegant and efficient writing machine, the Smith Premier typewriter, and the other thousands who will some time use it, will be glad to have some information about the New York headquarters of the company.



The store, which is located at 337 Broadway, is thirty feet wide by 137 feet long; the basement is also used. All shipping is done from a private alley in the rear of the store. The ground floor is used for salesroom and offices only; there is one of the finest displays of typewriters and typewriter furniture to be seen anywhere. The repair and shipping departments are in the basement.

In connection with the private offices is being fitted up an export room, in which will be on exhibition machines equipped for writing all of the languages. The Smith Premier is being fitted for all languages, even the Siamese.



One of the unique features in connection with the office is the employment bureau, through which they secure hundreds of positions every year for stenographers. In connection with this department they have twelve or fifteen machines of the latest model, the use of which they give to stenographers, free of charge. They are allowed to come to the office daily and practice for speed. The office is equipped with every modern time-saver. With this office, they are better able to present to the public their typewriter than ever before.

#### The Fairbank Company's New Advertising Manager.

The Monarch Manufacturing Co., of Chicago, has lost a valuable man in Mr. T. W. Crosby, who has resigned from the advertising department of that company to assume the management of all the advertising of the N. K. Fairbank Co., of the same city. The arrangement and placing of the Monarch advertisements during the two years that Mr. Crosby has been connected with that company has elicited the admiration of experts. These advertisements have been among the heaviest in the bicycle line, and it is scarcely necessary to add that they have also been among the most effective. The fact that the manufacturers of the Monarch are probably as well known as any other cycle firm in the country, is in large part due to the efforts of Mr. Crosby. The new firm with which Mr. Crosby has allied himself believes in advertising, and he will have a fair field to work out some remarkable results, which, it is safe to assume, will be forthcoming. We congratulate the Fairbank Company in securing his services.

#### Brief Notes of General Interest.

Supt. Manro, of Rome, N. Y., has been elected superintendent at Paterson, N. J.

Baltimore, Md.—President Gilman, of Johns Hopkins university, has been chosen president of the board of school commissioners. He ascribes the difficulty in Baltimore to the rapid growth of the city, which has rendered the old district school system ineffective.

The firm of Leach, Shewell & Sanborn has been composed of five members since January 1. The two new members are Messrs. Chas. A. Sibley and William H. Ducker.

Philadelphia, Pa.—A bill is in the house of representatives providing for the extension of the school year to seven months. The term is now only six months.

Since March 10 Silver, Burdett & Company have occupied their new offices at Nos. 29, 31, and 33 East Nineteenth street. The growth of business made their former quarters inadequate for the needs of their firm.

Hartford, Conn.—A proposal has been made to transfer to the state the control of all the public schools in Connecticut.

Sioux City, Iowa.—The board of education has decided that the principals in the grade schools shall not be required to take charge of a room, as had been proposed by some of the members.

Hinds & Noble have purchased outright the well-known "Lessons in Psychology," by J. P. Gordy, Ph. D., LL. D., head of the department of pedagogy of the university of Ohio, Columbus, Ohio. They will proceed immediately to publish the 20th edition of this successful work.

The death of Prof. William Milligan, a well-known educator of New Jersey, is announced. He was connected with the public schools of Woodbury for forty years. In 1867 he was appointed county superintendent of schools, which position he held for twenty-three years, resigning, in order to give his whole time to the Woodbury schools. Mr. Milligan was a member of the New Jersey Council of Education, and other educational organizations.

#### Educational Articles in April Magazines and Reviews.

##### APRIL FORUM.

"The Futility of the Spelling Grind," by Dr. J. M. Rice.

##### APRIL REVIEW OF REVIEWS.

"Elements in the Choice of a College," by President Charles F. Thwing.

##### APRIL ARENA.

"Co-Education in Secondary Schools and Colleges," by May Wright Sewall.

##### APRIL COSMOPOLITAN.

"Modern College Education," by John Brisbane Walker.

## School Reports.

### PROFESSIONAL READING—TENURE OF OFFICE.—UNGRADED DAY SCHOOL.—ETC.

Biddeford, Maine.—Teachers' meetings have been held at least once in every two weeks, and a regular course of reading has been pursued by nearly every teacher in the city. At the beginning of the year the teachers joined the "International Reading Circle" for a three years' course of professional reading.

Supt. Royal E. Gould calls attention to the uselessness of going through the form of electing the teachers at the close of each year. "It is no worse for a teacher's reputation to be dismissed than to fail of re-election at the end of the year. There is, under the present system, a feeling of uneasiness and anxiety on the part of the teacher for many weeks preceding the annual election, and it is impossible to prevent it." Supt. Gould recommends that every fair means be employed to have a tenure of office act passed similar to that in Massachusetts.

An ungraded day school was opened at the beginning of the year for children who had been deprived of school privileges, and who were too old to mingle with the pupils of their own grade. The school now numbers forty pupils. In the suburban schools the course of study, so far as possible, is the same as in the graded school. The special teachers in penmanship and drawing have given instruction to these schools. For financial reasons the services of the special teacher of physical culture were dispensed with, and the work in this branch has been done by the regular teachers.

Supt. Gould strongly urges the introduction of the kindergarten into the school system. The school board is favorably inclined toward its adoption, and the desire to save expense at a time of financial stress is the principal reason for the delay.

### ROOM NEEDED.—A REAL CHILD-GARDEN.—VERTICAL WRITING.—MANUAL WORK POPULAR.—SCHOOL SAVINGS BANKS.—THREE DISCIPLINARY SCHOOLS NEEDED.

Springfield, Mass.—There is need of more school buildings. All the grammar schools are so crowded that the halls have been made into extra rooms. Artificial light is needed in many schools during the winter. In order to relieve teachers and children, the committee voted to begin the afternoon session at 1.30 and close a half hour earlier during the winter term. A new building, known as the "South Main Street school," was opened in September.

The kindergarten became a part of the school system five years ago, and now there are five flourishing schools, and a corps of eleven teachers. In the Ward Six school the playroom in the basement has a large sand garden for the children to play in in the afternoon. A piece of land has been purchased, and this spring it will be converted into a garden, so that the true kindergarten idea may be developed.

Children are regularly admitted only from the age of from four to five, but if there is room others are admitted. The pupils are generally kept on for one year only, it being the policy of the committee to give a large number the benefit of a kindergarten training for a short time, rather than to keep a small number a long time.

Vertical writing was introduced two years ago in the Indian Orchard school. The success of the experiment was so great that it was tried in the three lower grades of the city schools, and about February 1 in the fourth grade. Last September it was adopted in all the grammar grades.

A new departure has been made in the high school, by introducing a four years' course in manual training, and allowing the incoming freshmen to take their lesson in the afternoon, instead of in the morning. The knife work, which has been taught in all fifth, sixth, and seventh grades, has been extended to all fourth-grade rooms, and an assistant appointed. Sewing for the girls is the complement of manual training for the boys. This branch is so popular that an assistant teacher has been engaged.

The success of the school savings banks has been greater this year than ever before. All of the buildings in the compact city districts, except two, have taken stamps, and some of the schools in the outlying districts. The amount of stamps sold during the year is \$5,193.53. Of this sum \$2,050.85 worth is now in the savings bank, \$1,535.81 in the hands of the association, awaiting disposal by the children, and \$1,606.87 has been withdrawn by the pupils.

Supt. Balliett finds that there are forty-eight children in the primary schools who are mentally or morally so peculiar that they should be placed in a room by themselves, under the charge of a teacher, especially fitted to care for them. Not more than twenty pupils should be allowed in a room. He also recommends the establishment of disciplinary schools for pupils whose conduct lowers the tone of the school. Three such schools are needed.

## Pedagogical Museum.

Eagerness for the novel leads us to forget the past. Educational reform under the inspiring tendencies of the present is especially apt to condemn the experiences of the past upon which the present reforms are based. It remains true, however, that present achievements gather their value only in contrast with the past.

The past of education is not to be summed up by a mere tabulation of ideas and opinions. However directive reflective schemes may have been, concrete practices in training are the true sources for judging both the value of those schemes and their embodiments in the actual lives of men. The concrete educational practices of antiquity are for the most part to be found only in the silent words of the mystic page, but early modern education is not too far removed in time to prevent us from making acquisition of what have constituted the actual direction of pedagogic aims and means, and the pusillanimity of our desperate attempts to reform is no better shown than in the almost prevalent attitude to allow the more recent pedagogic past to rest in its present obsolescence. It behooves one to lay a speedy, conservative hand upon all that which has been superceded in the adoption of present means for carrying forward the work of education.

In a few instances, such as the pedagogical museum, at Paris, the educational section of the Museum of Industrial Art, at South Kensington, the Cassineum of Donanwörth, Bavaria, the pedagogical museum, at St. Petersburg, the permanent school exposition, at Zurich, and the pedagogical collection of the bureau of education, at Washington, vigorous attempts have been made to collect, preserve, and utilize for future guidance the external and more material aspects of pedagogy.

While Greater New York is securing desirable changes in public education, and, as a matter of fact, has attracted the attention of all educators, it is eminently fitting that the great city should place at the disposal of American education the benefits which can be derived from a well-equipped, pedagogical museum. A beginning in this direction has been made, and has resulted at the present time in a nucleus of the library section of such a museum.

The New York school of pedagogy recently invited contributions from educators and publishers in a preliminary way to attest the feasibility of planning such a collection. It is very gratifying to find that the plan has evoked greatest interest on the part of those to whose attention it has been called, as may be seen in the several hundred copies which have been contributed, as indicated below. It is proposed for the present to expend effort in completing the collection of *American text-books*, and the committee will be glad to receive lists of old text-books, or of texts now in use from those who are willing to contribute their mite to what is hoped will become an important movement. These lists are requested, so that they may be checked off and avoid duplication. These gifts will be duly acknowledged in the official announcements of New York university and in *The School Journal*.

The first appeal was responded to by the following contributions, which have been received up to March 1.

American Book Co.	60
Prang Educational Co.	8
A. D. Cortina	7
H. P. Smith Publishing Co.	11
Maynard, Merrill & Co.	231
J. B. Lippincott Co.	50
The Practical Text-book Co.	3
Perry Mason & Co.	2
	1
Rand, McNally & Co.	3
The Morse Co.	7
Chas. Scribner's Sons	12
Fords, Howard, & Hulbert	6
Chas. F. Kroeh	5
O. M. Powers	6
Henry Holt & Co.	66
Chas. B. Bliss	54
Mrs. Henry M. MacCracken	14
Dr. Mary E. Coffin	40
Mrs. A. R. M. Lathrop	19
Mrs. M. L. Wheeler (by Mrs. Lathrop)	7
Mrs. H. Pigg (by Mrs. Lathrop)	1
Mrs. Isabel Clark (by Mrs. Lathrop)	1
The Open Court Publishing Co.	1
Edward Franklin Buchner	50
Hinds & Noble	8
Miss Sophie E. von Seyfried	19
School of Pedagogy Library	1

Total 693

The committee will be glad to receive inquiries and suggestions from all persons interested in the establishment of a practical pedagogical museum.

Edward Franklin Buchner  
Charles B. Bliss,

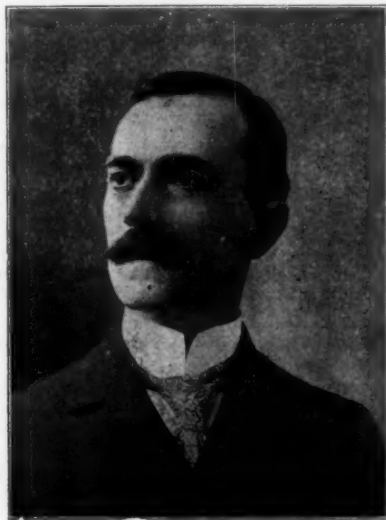
Committee.

New York University, School of Pedagogy, March 8, 1897.

## Education in the South.

Concerning public education in the South since the war many in the North and West have felt disposed to say: "Can any good thing come out of Nazareth?" For this there have been several very good reasons. Among these reasons are: (1) The natural opposition to education by the state for fear that the negroes could claim and insist upon having entrance to the same schools into white children or white students entered. (2) The strength, influence, and popularity of schools operated by private enterprise or by religious denominations. (3) The lack of funds for the proper organization and equipment of public schools and the salary of good teachers—this lack being due to the deplorable condition of the people, as a result of the civil war. (4) The lack of proper training schools, whether normal schools for the special training of teachers for the common and high schools, or universities for the special preparation of professors for the seminaries and colleges. For these and other reasons the growth of the graded school, the high school, and the college or university, supported by state funds, has been attended by many difficulties in the Southern states.

All true friends of education, however, will rejoice to know that this day of weakness—for the people who do not give their children, rich and poor, the best educational advantages are always a weak people—is fast passing away. Looking to the higher institutions, particularly, we find the State college, at Lexington, Ky., which has a growing department of normal training, as well as a splendidly equipped manual training school; Peabody normal college (in part supported by the state), at Nashville, Tenn., whose influence has been felt far



PRESIDENT LYMAN HALL,  
Georgia School of Technology.

and wide; the State university, at Knoxville, Tenn.; the State university, at University, Miss., and the A. & M. college, at Starkville, Miss.; The State Industrial college, at Ruston, La.; the State university, at Tuscaloosa; the Technological school, at Auburn; the normal schools, at Florence, Troy, Jacksonville, Livingston, Montgomery, and Huntsville, Ala.; the State university and the State Normal school, at Athens; the Normal and Industrial school, at Milledgeville; the Technological school, at Atlanta, and the Industrial school for negroes, at College, Ga.; the State college, at Columbia, and the Winthrop Normal and Industrial school, at Rock Hill, S. C.; the State university, at Chapel Hill; the A. & M. college, at Raleigh, and the normal schools, at Greensboro and Goldsboro, N. C.,—all these are thriving and doing a noble and helpful work for their respective states.

Among the state institutions that are making rapid strides forward is the Georgia School of Technology. Prof. Lyman Hall, formerly of the chair of mathematics, has, within the past year, been made president of the school, and he is making very energetic and successful efforts to increase the attendance, the efficiency, and the accommodations of the institution. It took three years to get the Georgia legislature to see the value of the work done within the walls of a school of technology, but now that the South is doing more and more in the line of manufacturing the importance of the instruction in the mechanic arts, supplementing good scholarship, will be made manifest.

The state gives \$20,000 per annum, and the city of Atlanta \$2,500 per annum for the support of the school, with such incidental appropriations from the legislature as are necessary for the growing needs of the work. The shop equipment has cost \$65,000, and a new dormitory, to contain forty-five rooms, is being built. The shops are now making two steam engines,



five iron planers the furniture for the large dormitory, and also extensive electrical apparatus. Theoretical instruction is thus combined with actual practice.

For its contribution to the support of the institution the state is allowed to send as many as six students from a county, on their payment of a fee of \$20 per annum. If there are more than six from a county each additional pupil pays \$45, and each pupil from outside the state, \$50 per annum for tuition.

## Women in Politics.

Denver, March 20.—As the readers of *The Journal* are aware, women have taken hold of politics in this state, and as some time has elapsed judgment can be passed on the result so far, at least. Certainly, the strongest advocates of woman suffrage in this city have become doubtful as to its expediency. We knew before that politics has, in many of its forms, a degrading influence on man, but that he was able to stand it; woman, however, is not able to endure these degrading influences, and her modesty gives way. One of the women delegates to a recent convention here, a Mrs. Faulkner, declared she had got beyond the blushing point, and that she would rather use her good, rich blood in fighting than in blushing. And it seems that most of the women delegates had arrived at the same conclusion.

In this convention it further appeared that women were not beyond entering into a rough-and-tumble fight like men; in fact, were ready for it. They seemed to be courting a scuffle, apparently. It has been supposed out here, as well as at the East, that when women came into politics all rudeness would take its departure. At least I have heard this declared over and over again. Men who attended this convention have said that they had never witnessed before such rudeness on the floors of political meetings where only men were allowed. "You lie!" was shouted again and again by these Colorado ladies (?).

In Wyoming woman suffrage has been longer in force than in Colorado, and the effect on the laws is not at all what one would expect. The divorce laws of Wyoming mention eleven causes of divorce, and require only a six months' residence of applicants for a release from marital bonds. The liquor laws provide a license system with lower fees and less restrictions on the traffic than the average. And in addition, licenses are granted for gambling, just as they are for liquor selling, though at a higher rate, the business presumably being more profitable. There is, to be sure, a law against those who, as the index to the statutes expresses it, do not "gamble on the

square," but the management of gambling rooms is a recognized business. The revised statutes provide that, on payment of \$150 per quarter to the sheriff, any one may be licensed to carry on any of the following games: Faro, monte, roulette, lansquenette, rondo, vingt-un, commonly known as twenty-one, keno, props, or any banking game played with cards, dice, or any other device.

These facts do not show that women are exerting a moral influence over legislation in Wyoming. It is true that the membership of the legislature is made up largely of men, but the women have an equal share in electing them. In this way they could make their influence felt, and if it is a healthful one it would show itself. But such a result has not apparently followed. The discussion of the question will be influenced by the results obtained wherever equal suffrage has been given a trial. You cannot wonder that we are becoming doubtful as to the good that was supposed to be sure to come from women suffrage.

Warren Hastings.

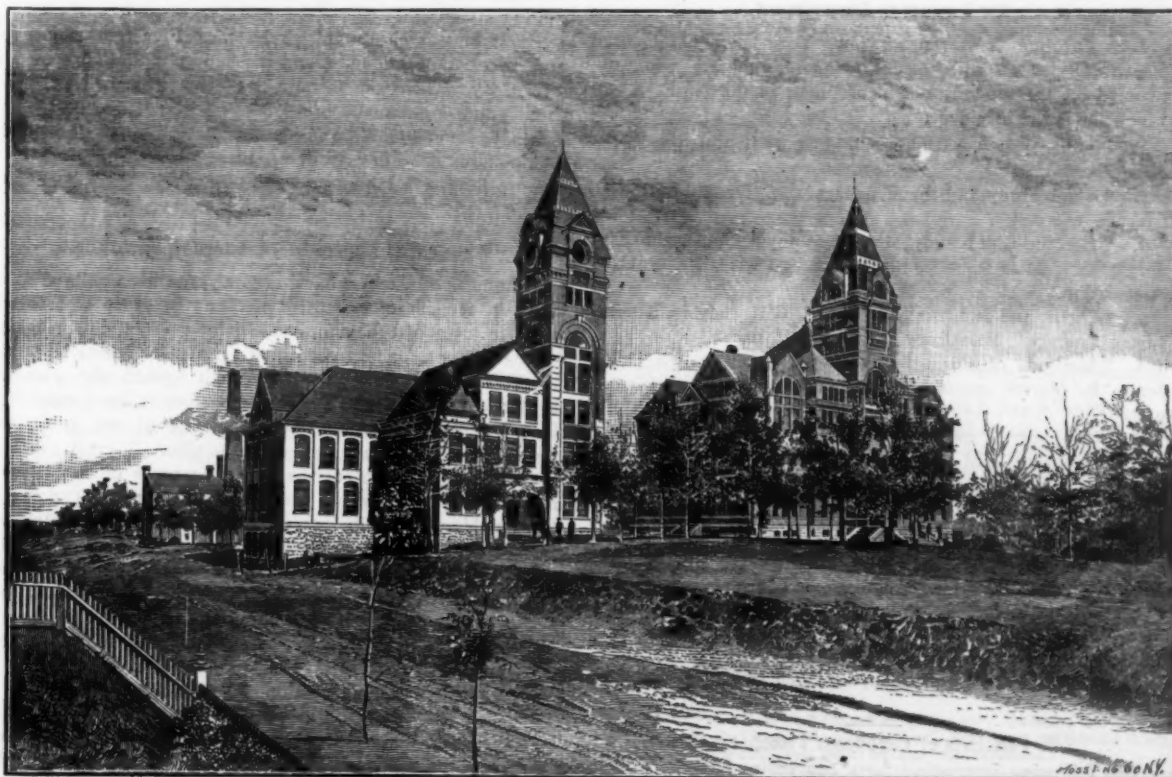
## The Boy on Our Farm.

The Boy lives on our Farm, he's not  
Afraid of horses, none!  
An' he can make 'em lope er trot,  
Er rack, er pace, er run!  
Sometimes he drives two horses, when  
He comes to town an' brings  
A wagonful o' 'taters nen,  
An' roastin' ears an' things.

Two horses is "a team," he says;  
An' when you drive er hitch,  
The right un's a "near" horse, I guess,  
Er "off"—I don't know which,  
The Boy lives on our Farm, he told  
Me, too, 'at he can see,  
By lookin' at their teeth, how old  
A horse is, to a t!

I'd be the gladdest boy alive  
Ef I knowed much as that,  
An' could stand up like him an' drive,  
An' ist push back my hat,  
Like he comes skallyhootin' through  
Our alley, with one arm  
A-wavin' fare-ye-well to you—  
The Boy lives on our Farm!

—"James Whitcomb Riley."



Georgia Technological School.



## N. E. A.

### Department of School Administration, N. E. A.

Through the kindness of Dr. H. L. Getz, Marshalltown, Ia., president of the department, and Mr. Wm. S. Mack, of Chicago, chairman of the executive committee, *The School Journal* has been furnished with the following information, which gives the condition of the program of the meeting at Milwaukee, in July, up to date:

"Centralization in School Administration," paper, Mr. J. W. Errant, Chicago. Discussion, Mrs. Benj. F. Taylor, Cleveland, Ohio.

"Relation of the School Board to the People," paper, Mrs. Alice Bradford Wiles, Freeport, Ill. Discussion, Mr. Phil. H. Perkins, president board of education, Superior, Wisconsin.

"Function of the Public School," paper, Mr. R. E. Sears, Marshalltown, Ia.

"Selection of School Boards: A Comparative Estimate of the Different Methods now in Operation," paper, Mr. T. H. Watkins, president board of education, Louisville, Ky. Discussion, Mr. John E. Brandegee, Utica, N. Y., and Mr. Martin A. Gemunder, Columbus, Ohio.

The department will hold two sessions, and three formal papers are to be read at each session, two ten-minute discussions of each paper, and a general discussion of twenty-five minutes of each paper. The papers themselves will be limited to twenty-five minutes. Four of the six papers are already provided for. The other two subjects will probably be "Salaries—Why Should the Salaries of Male and Female Teachers Holding Positions of Similar Grade Differ?" "Text-Books—Attitude of School Boards Toward Free Text-Books, and State Uniformity of Same." Or, possibly, one of the two remaining questions may be "School-House Construction: The Important Ends to be Attained in Planning and Building School-Houses."

Mr. Mack is pushing the program as rapidly as possible, and hopes to have it completed by the first of May. The executive committee is taking extra pains to get school board members together from all sections of the country.

### Kindergarten Department.

Miss Caroline T. Haven, of New York city, has favored *The School Journal* with the following preliminary program, planned for the kindergarten department of the N. E. A., of which she is the president:

Wednesday, July 7.—Topic: Child Study in Relation to the Kindergarten.

1. "Child Study and the Kindergarten," Dr. John Dewey, Chicago university.

2. "Has the Child-study Movement any Help for the Kindergarten?" Miss Anna E. Bryan, Chicago Free Kindergarten Association.

3. "Direct and Indirect Results of Child Study in Kindergarten Practice," Miss Lucy Wheelock, Boston.

4. "Methods of Child Study in the Kindergarten," Dr. Jenny B. Merrill, supervisor New York city public kindergartens.

Another paper is expected on this day on "How Froebel Anticipated the Child Study Movement."

Thursday, July 8.—Topic: Public School Kindergartens.

1. "The Place of the Kindergarten in the Public Schools," Supt. C. B. Gilbert, Newark, N. J.

2. "Kindergarten Work and Principles in the School," Miss Katharine Beebe, Evanston, Ill.

3. "Ideals to be Realized by the Kindergarten Supervisor," Miss Mary C. McCulloch, supervisor St. Louis public kindergartens.

The remainder of the program for this day will be presented later.

### Pensions of European Teachers.

The following interesting facts concerning teachers' pensions are taken from the annual report of Commissioner Harris:

"All the twenty-six states that form the German Empire pay pensions, both to teachers and their widows and orphans. A teachers' union in Great Britain, in the form of a mutual aid society, pays annuities to disabled teachers. In Austria the pension schemes vary in different parts of the empire. One example will suffice: The teachers pay annually two per cent. of their salaries, and the first tenth of the first year's salary, as well as the first tenth of every increase. The remainder of the fund is supplied by the state and the communities, Sweden, Norway, and Denmark, and also most of the cantons of Switzerland have recognized the advisability of removing worn-out teachers. In Russia the teachers in the town schools may also look forward to receiving a pension."

"Holland has had a state scheme for pensioning teachers since the year 1878, and teachers can claim retirement with a pension, if incapacitated, after ten years of service, or for old age at 65. In Belgium the fund is formed in this way: Two-fifths are paid by the community, two-fifths by the state, one-fifth by the province, and nothing by the teacher. The pension may reach \$1,000 a year. In France the salaries of teachers are paid subject to a deduction of five per cent., plus one-twelfth of the first year's salary, plus one-twelfth of each increase for the first year of such increase. This second form of deduction is productive of great evil. The pension is payable after thirty years of service, the other factor being incapacity or 60 years of age. The amount of pension depends upon the years of service.

"In Greece teachers contribute five per cent. on the salaries and the state finds the remainder, in order to superannuate teachers after twenty-one years of service, regardless of age. In Portugal provisions are made for pensioning those engaged in education."

### Warm Lunches for Little Money.

Chicago, Ill.—As every one who ever went to a high school well knows, the luncheon that the pupils take with them is cold, and is washed down with cold water. This has been done away with at the English high school and manual training school. About 400 of the boys take warm luncheon in their restaurant at the top of the school-house. Those who take luncheons from home eat with the other boys. If a pupil wants to he can add a hot cup of tea or coffee, or a piece of pie.

Everything is cheap and wholesome. Five cents is the ruling price. One hot meat and mashed potatoes are served every day. This, too, is only five cents. Sandwiches, made from good, home-made bread, pies of every sort, doughnuts, cakes, tea, coffee, milk, and lemonade make up the rest of the bill of fare. The boys wait on themselves. The food is set upon a long side table.

### Exhausted Nerves of Teachers in Springfield.

A number of teachers have, of late years, been obliged to resign on account of exhausted nerves. In order to ascertain what features of the school especially overtax the teacher's strength, Supt. Balliett submitted a series of questions to the teachers. Summing up the answers, it appears that a teacher should not, in justice to herself, or her pupils, have more than forty pupils in her room, when they are all one grade, nor more than thirty-five when of two grades. A great cause of wear on the teachers' nerves is the presence of troublesome boys. Fifty-eight of the teachers think that the presence of two troublesome pupils increase the tax upon them by twenty-five per cent., and forty-four teachers say fifty per cent. Eighty-seven teachers estimate that a teacher cannot teach continuously longer than from five to seven years without positive injury to her health. Supt. Balliett thinks that it would be for the best interests of the teachers, as well as the schools, if teachers could be granted a leave of absence about once in five or seven years, with a continuation of a portion of their salary.

In the issue of March 6, page 307, were given reduced fac-simile cuts of the new vertical script reading charts, published by Potter & Putnam, New York. We omitted the actual size of the charts, which is 33 x 40 inches.

## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING APRIL 3, 1897.

### Fire-Proof Schools.

The fire in the Everett school of Boston not long since, when the frightened children, in their panic, were crowded together, with serious injuries to several, may serve to "point a moral."

The "Brick-Builder," in a recent issue, makes a strong plea for fire-proof school buildings. "There is no excuse in these days for the existence of a school-house, which, even under the most extreme case, is liable to destruction by fire," it says, and it goes on to show that if the Everett building had been built after the latest methods, with terra-cotta floors, steel beams, and all possible absence of wood, the moral influence upon the children of knowing that they were in a fire-proof building would have lessened their excitement at the alarm of fire. That the non-fire-proof buildings are provided with fire escapes is no excuse for them; a panic-stricken child is as likely to be killed in descending a fire-escape, as by the fire within.

The "Brick-Builder" urges also that fire-escapes, instead of being aerial balconies perched on the exterior walls, should consist of fire-proof stairs, enclosed in brick walls, with the access to each story cut off by self-closing doors, the landings to be of sufficient size to accommodate the greatest number of pupils that might use the stairs.

Fortunately, popular opinion is strongly in favor of fire-proof school buildings, and most of our large cities are following this plan. The "slow-burning" construction, which was advocated for school-house floors a while ago, has been shown to be a mistake. As long as there is wood there will be more or less smoke. Another argument in favor of terra-cotta floors and steel beams, is that of economy. This, however, is a minor consideration, compared with the moral influence which the assurance of a fire-proof building would have upon the pupils. In any fire the danger from the conflagration is less than that from a panic on the part of the pupils.

### A \$100 Colt "Electric" Lantern Offered as a Prize.

In *The School Journal* of February 6, a prize was offered for the most practical article on "The Use of the Stereopticon in Teaching," to consist of what is known as the "Normal School" lantern. This is one of the electric lanterns of J. B. Colt & Co., New York city, and it is sold for \$100.

The lantern is a perfect projector and can be used for pictorial illustration and for simple experiments with comparatively few adjustments. The lantern has an incandescent electric attachment, with the best quality of condensing lenses and condensers. If acetylene gas is preferred to the electricity it can be used with gas burner and hood. The bellows, the objective support, and the slide box may be removed for the demonstration of optical and physical experiments. The lantern is constructed with great care for detail,

and will be found thoroughly efficient, while it is at the same time easy to manipulate. It can be used in the daytime in a partially darkened room.

This prize is a most desirable one, especially for teachers, as the stereopticon is being used more and more in the school-room as a means of illustration. It is desired that clear and concise treatment of the subject of its use in teaching be given by competitors.

All manuscript should be sent to the *Editor of The School Journal*, 61 East 9th street, New York, on or before August 1, 1897. No article must contain more than 2000 words. As the purpose of this offer is to encourage experiment in teaching with the aid of the stereopticon, any articles, not securing the prize, that appear to be helpful to this end, will be printed in *The Journal* and paid for at regular contributors' rates.

The best thing a superintendent can do for his teachers is to interest them and keep them interested in the study of education. He should also advise them—if he can—as to how to go to work to get the greatest amount of good out of this study. Some superintendents who are particularly successful in this direction, study with their teachers and pursue well-organized and graded courses in educational history, principles, civics, school hygiene, child study, and psychology. A superintendent who does not aim to lead his teachers into a higher professional and nobler social life is not one who will have a strong educational effect upon a city.

### An Open Secret.

"Pussy Willow had a secret that the snowdrops whispered her,  
And she purred it to the south wind while it stroked her velvet fur;  
And the south wind hummed it softly to the busy honey bees,  
And they buzzed it to the blossoms on the scarlet maple trees,  
And they dropped it to the wood brooks, brimming full of melted snow,  
And the brooks told robin red-breast, as they babbled to and fro;  
Little robin could not keep it; so he sang it loud and clear  
To the sleepy fields and meadows, Wake up! Cheer up!  
Spring is here."

—"Sunday School Gem."

### Meetings of Educational Associations.

- April 1, 2.—North Nebraska Teachers' Association at Norfolk.
- April 1, 2.—Southeastern Nebraska Educational Association at Beatrice.
- April 1, 2, 3.—Northern Indiana Teachers' Association at Elkhart. W. R. Snyder, Muncie, president.
- April 2, 3.—Michigan Schoolmaster's Club at Ann Arbor, Mich.
- April 3.—Southwestern Iowa Teachers' Association at Council Bluffs.
- April 8, 10.—Southern Indiana Teachers' Association at Franklin.
- April 14, 15.—Alabama State Teachers' Association at Birmingham.
- April 19-21.—Meeting of International Kindergarten Union at St. Louis, Mo.
- April 20, 22.—Ontario Educational Association at Toronto. President, John Dearness, London; secretary, Robert W. Doan, Toronto.
- April 21-23.—Western Drawing Teachers' Association, at St. Louis, Mo.
- April 31.—Western Nebraska Teachers' Association at North Platte. President, Miss Bonnie Snow, Minneapolis, Minn. Secretary, Miss Frances Ransom, Saginaw, Mich.
- June.—Meeting of the University Convocation of the State of New York.
- June 30, July 1, 2, 3.—New York State Teachers' Association at New York. Charles E. White, Syracuse, president; S. F. Herron, Elizabethtown, secretary.
- July 6, 7, 8.—New York State Music Teachers' Association at Binghamton. Dr. Gerrit Smith, 573 Madison avenue, New York, president; Walter J. Hall, Carnegie hall, New York, secretary and treasurer.
- July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.
- July 9, 12.—American Institute of Instruction at Montreal.



## Books.

The sewing machine has not rendered the needle obsolete; no machine, however perfect, can be made to think. The use of the needle in embroidering and other work requires thought, and is still in great demand; hence, the teaching in many schools of needlework, which is useful for mental discipline, as well as preparation for work when school is over. Kate McCrea Foster has embodied the results of her extensive experience in a hand-book for kindergartners and primary teachers, entitled "Elementary Needlework." It is designed to be a practical guide for teachers who wish to make the hand work of little children an expression not simply of manual dexterity, but also of feeling for beauty and creative imagination. Special thought has been given to the choice of designs for sewing, and to the selection of colors, both in cardboard and in worsted or silk, in order that children's taste may be definitely guided toward what is good, and away from what is crude and inharmonious. Particular pains have been taken to so plan the materials as to avoid both the excessive use of the smaller groups of muscles and the neglect of the larger muscular groups. (One volume, 150 pp., illustrated with designs, stitches, etc., 50 cents.) To accompany this volume are ten series of designs for sewing, printed on gray cardboard for perforating, each set being twelve cents. (The Prang Educational Co., Boston, New York, Chicago.)

Two accessory books in drawing, by Christine Gordon Sullivan, have just been issued. They are the "High School Class Book of Drawing" and the "Normal Class Book in Drawing." The first, intended for high school pupils, includes outlines for study and practice in mechanical drawing, geometrical construction, perspective, designing, modeling, historic ornament, and the application of various forms to decorative designs, besides studies in charcoal, crayon, and water colors. The courses outlined in the book, and the suggestions for study, reading, and work, are all eminently practical, and if followed, will enable pupils to apply their graphic knowledge, and skill to the practical affairs of life. The second book is designed for normal school students and for teachers who, without any special preparation, are required to teach drawing. It covers, in brief compass, normal courses in the different kinds and applications of drawing, and furnishes guidance and help in conducting classes in that branch. Both books can be used in connection with any system of drawing. (American Book Co., New York. 50 cents.)

Many schools of the present day are giving instruction in phonography, a large proportion of them in the system devised by the late Sir Isaac Pitman. The "Complete Phonographic Instructor" will be found to be an excellent text-book on the

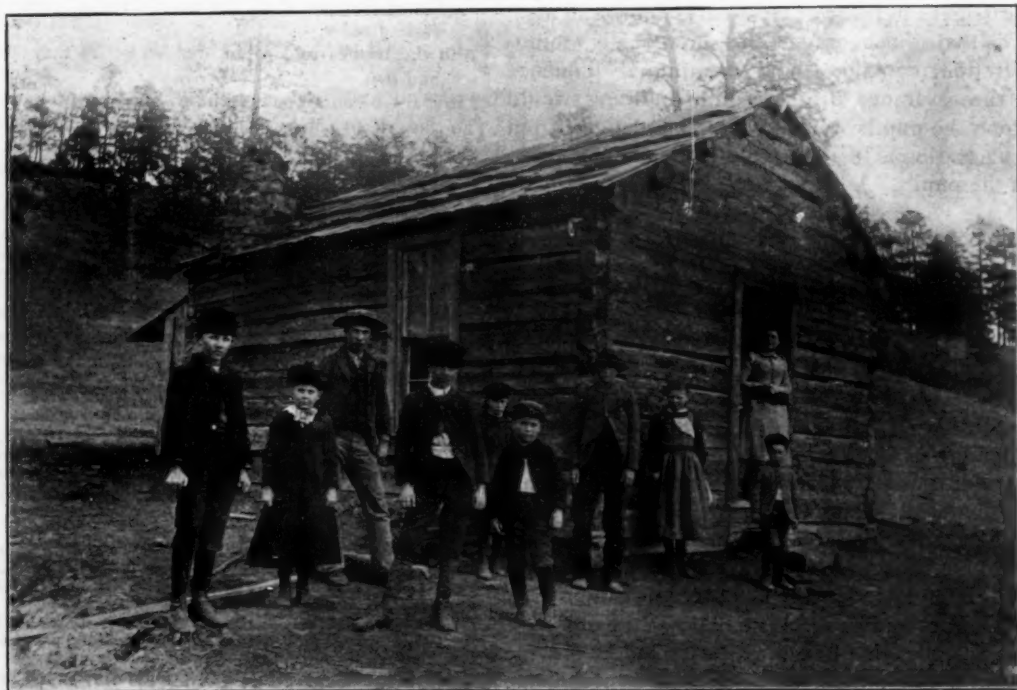
subject. It is designed to furnish, within the compass of a volume of handy size, a complete presentation of phonography, including all those principles of abbreviation which have caused Pitman's shorthand to be adopted wherever the English language is spoken, on account of its extreme brevity and legibility. Many improvements, brought about by sixty years' experience, have been embodied in this volume. The general plan of the "Instructor" makes it equally serviceable for self-tuition, and for use under a teacher. (Isaac Pitman & Sons, 33 Union Square, New York. \$1.50.)

Edward S. Ellis, A. M., who has written so many books calculated to enlighten young Americans in regard to their country's history, has produced a little volume, "Lives of the Presidents," that will perhaps eclipse any of the others in interest. What youth does not want to know about the men who have occupied the presidential chair? It is intended for the home or for supplementary reading in school. There are portraits and other illustrations. (A. Flanagan, Chicago. 50 cents.)

Book 1 of the "Knickerbocker Series of School Songs," edited by F. E. Howard, supervisor of music in the public schools of Bridgeport, Conn., contains fifty easy unison songs for kindergarten and primary grades of public and private schools. Care has been taken that the poems chosen possess literary excellence, and also that the musical setting be attractive. The collection has been made with a view to placing it in the hands of grade teachers, so that a definite and systematic course of rote work may be secured. (Novello, Ewer & Co., 21 East 17th street, New York. 25 cents.)

For those who are studying natural science a helpful little book is the "Key to the Families of Insects," by Noble M. Eberhart, widely known as an entomologist, author, and professor of anatomy. That this book fills a genuine want is shown by the fact that the third edition has been published. This general key will introduce the young student to the many keys existing to particular orders. Illustrations are given of the insects described. (A. Flanagan, Chicago.)

Prof. John E. Matzke, of Leland Stanford, Jr., university, has put forth a little book called "A Primer of French Pronunciation." Some of the sounds used in French words are so different from any used in English that it is very difficult to pronounce the language accurately. The attempt is made here to present the subject in a graded manner, and the pronunciation of the language is taught simultaneously with the system of phonetic transcription, which is to be used later in the reading of connected passages. The book will be of great help to students, even those who have a native French teacher. (Henry Holt & Co., New York.)



District No. 6, Archuleta County, Colorado.



# PUBLISHERS AND M'FRS OF SCHOOL SUPPLIES

# DIRECTORY.

# AND SCHOOL EQUIPMENT.

We give below a most complete list of publishers of school books and firms who manufacture school supplies and equipment. This will be a great convenience in purchasing. Corrections are made each month. In writing for circulars, catalogues, or information you will get special attention by mentioning THE SCHOOL JOURNAL every time you write. The names in bold face type are regular or occasional advertisers in THE JOURNAL, and are specially commended as reliable firms.

## School Book Publishers

American Book Co., N. Y., Cin., Chicago, Boston, Atlanta, Portland, etc.,  
Appleton & Co., D., N. Y. & Chi.  
Armstrong & Son, A. C. New York  
Baker & Taylor Co., "  
Barnes & Co., A. S., "  
Harrison, Wm. H., "  
Harper & Brothers, "  
Holt & Co., Henry, "  
Jenkins, W. R., "  
Longmans, Green & Co., "  
Lovell & Co., A., "  
Macmillan & Co., N. Y., and Chi.  
Maynard, Merrill & Co., New York  
The Morse Co., "  
Mutual Book Company, "  
Nelson, Thos., & Sons, "  
Pitman & Sons, Isaac  
Potter & Putnam, "  
Scribner's Sons, Chas., "  
Sheldon & Co., "  
Smith Pub. Co., H. P., "  
University Publishing Co., "  
N. Y., Boston, and New Orleans  
Van Nostrand, D., New York  
Wiley & Sons, Jno., "  
Wood & Co., Wm., "  
Allyn & Bacon, "  
Boston School Supply Co., Boston  
Bradlee Whidden, "  
Educational Pub. Co., "  
Ginn & Co., Boston, N. Y., Chi.  
Heath & Co., D. C., "  
Houghton, Mifflin & Co., "  
Lee & Shepard, Boston  
Leach, Shewell & Sanborn, "  
Prang Edu. Co., Boston and N. Y.  
Silver, Burdett & Co., Bos., N. Y., Chi.  
Thompson, Brown & Co., Boston  
Ware, Wm. & Co., "  
Sadlier & Co., W. B., Balto. Md.  
Flanagan, A., Chicago  
Powers, O. M., "  
Rand, McNally & Co., "  
Scott, Foresman & Co., "  
Western Pub. House, "  
Werner School Book Co., "  
Chicago, N. Y., Boston, Phila.  
Myers, R. L. & Co., Harrisburg, Pa.  
Butler E. H. & Co., Philadelphia  
Eldredge Bros., "  
Lippincott & Co., J. B., "  
McKay, David, "  
Potter & Co., Jno. E., "  
Sower Co., Christopher, "  
Johnson, B. F. Co., Richmond, Va.  
Williams & Rogers, "  
Roch., N. Y. & Chicago  
Practical Text-Book Co., "  
Cleveland, O.  
Irish, Frank V., "  
C. A. Nichols & Co., Columbus, O.  
Milton Bradley Co., Springfield Mass.

## Music Publishers.

Ditson, Oliver & Co., Boston, N. Y.  
Novello, Ewer & Co., New York  
John Church Co., "  
Cincinnati, New York, Chicago  
E. W. Straub, "  
King, Richardson & Co., "

## Book Covers

Harrison, W. Bev., New York City  
Holden Book Cover Co., Springfield, Mass.

## School Furniture

Bobrick Sch. Furniture Co., "  
Chandler Adjustable Desk Co., "  
Perry, Geo. S., "  
Hudson School Furniture Co., "  
Athens, O.  
Kane & Co., Thos., Battle Creek, Mich.  
Rowles, E. W. A., Racine, Wis.  
U. S. School Furniture Co., "  
Galpen, R. H., New York City  
Randolph McNutt, Buffalo, N. Y.  
Buffalo Sch. Fur. Co., "  
Cleveland Sch. Fur. Co., Cleveland, O.  
Favorite Desk Seat Co., "  
Ohio Bate Co., Dayton, O.  
G. R. Seating Co., Grand Rapids, Mich.  
Honey Sch. Fur. Co., "  
Man. Sch. Fur. Co., Manitowoc, Wis.  
Stafford, E. H. Co., Muskegon, Mich.  
Globe Sch. Fur. Co., Northville, Mich.  
Piqua Sch. Furniture Co., Piqua, O.  
Rich'd Sch. Fur. Co., Richmond, Ind.  
Springfield Sch. Fur. Co., "  
Springfield, Ill.  
N. J. Sch. Fur. Co., Trenton, N. J.  
Bloomsburg Sch. Fur. Co., Bloomsburg, Pa.

Minn. Sch. Fur. Co., Minneap., Minn.  
Burl. Sch. Fur. Co., Burlington, Ia.

## School Apparatus, Phys. and Chem.

Franklin Ed. Co., Boston  
Hall, Thos. & Sons, "  
Hammett, J. L. Co., "  
Knot, L. E. App. Co., "  
Ritchie E. D. & Sons, "  
Thompson, A. T. & Co., "  
Ziegler Electric Co., "  
Central Sch. Supply Co., Chicago  
McIntosh Battery Co., Chicago  
Olmsted Scientific Co., "  
Robbins A. L. Co., "  
Sargent & Co., E. H., "  
U. S. School Furniture Co., "  
Walmsey, Fuller & Co., "  
Lohmann Telescope Co., "  
Greenville, O.

Beseler, Charles  
Elmer & Amend, "  
Colt & Co., J. B., "  
Keuffel & Esser, "  
McAllister & Co., "  
Richards & Co., "  
Gundlach Opt. Co., Rochester, N. Y.  
Ward's Nat. Sci. Estab., "  
Bullock & Crenshaw, Phila.  
Milligan, C. T., "  
Queen & Co., "  
Rau, Wm. H., "  
Williams, Brown & Earl, "  
Bausch & Lomb, Rochester, N. Y.  
Henry Heil Chem. Co., "  
St. Louis, Mo.  
Western Elec. Inst. Co., Newark, N. J.  
Warner & Swasey, Cleveland, O.

## School Supplies

See also Blackboards, Book Covers, Charts, Flaps, Maps, Globes, Bells, School Blanks, Kindergarten Material, etc.  
Boston School Supply Co., Boston  
Hammett Co., J. L., Chicago  
Acme School Supply Co., "  
Barnes, C. M. Co., "  
Caxton Co., The  
Central School Supply House, "  
Educational Aid Association, "  
Flanagan, A., "  
Olmsted, W. L., "  
Rowles, E. W. A., "  
Standard School Fur. Co., "  
U. S. School Furniture Co., "  
Century Sch. Supply Co., Chicago, Ill.  
Smith & White M'fg Co., "  
Holyoke, Mass.  
Bell, W. L. & Co., Kansas City  
Choate, W. F. Co., Albany, N. Y.  
Twin City S.S. Co., Minneapolis, Minn.  
Acme Sta. & Paper Co., N. Y. City  
Central School Supply House, "  
Harrison, W. Bev., "  
Olcott, J. M., "  
Peckham, Little & Co., "  
Potter & Putnam, "  
Schermerhorn & Co., "  
Mc Clees & Co., Phila. Pa.  
Lippincott Co., J. B., "  
Greenwood School Supply Co., "  
Youngstown, O.  
Sch. & Off. Sup. Co., Gd. Rapids, Mich.  
Ed. Supply Co., Kingston, Jamaica.

## Blackboards, Crayons, and Erasers.

Bell, J. E., Boston  
Hammett Co., J. L., "  
Central Sch. Supply House, "  
Chicago.  
U. S. School Furniture Co., "  
Bell, W. L. & Co., Kansas City  
Consolidated Lehigh Slate Co., N. Y.  
Crown Slate Co., "  
Hobbie, A. D., "  
Olcott, J. M., "  
Silicate Slate Co., "  
Franklin M'fg Co., Rochester, N. Y.  
Slatington-Bangor Slate Co., "  
Slatington, Pa.  
Hyatt Slate Co., Bethlehem, Pa.  
Am. Soapstone Finish Co., "  
Chester Depot, Vt.  
Acme Sch. Sup. Co., Chicago  
Standard Sch. Fur. Co., "  
Londerron, W. H. & Co., "  
American Slate B. B. Co., Phila.  
Lippincott Co., J. B., "

## Charts

Boston School Supply Co., Boston  
Ginn & Co., "  
Hammett Co., J. L., "  
Silver, Burdett & Co., "  
Century School Supply Co., "

Chicago.  
Central Sch. Supply House, "  
Educational Aid Association, "  
The Caxton Co., "  
U. S. School Furniture Co., "  
Western Pub. House, "  
Bell, W. L. & Co., Kansas City  
Franklin Publishing Co., N. Y. C.  
Harrison, W. Bev., "  
Kellogg & Co., E. L., "  
Potter & Putnam, "  
Potter & Co., John E., Philadelphia  
Congdon, C. H., St. Paul, Minn.  
Williams & Rogers, Rochester, N. Y.  
King, Richardson & Co., "  
Springfield, Mass.

## Dialogues and Recitations.

Baker W. H., Boston  
Denison, T. S., Chicago  
Flanagan, A., "  
March Bros., Lebanon, O.  
Dick & Fitzgerald, New York City  
Excelsior Publishing Co., "  
Kellogg & Co., E. L., "  
Ogilvie, J. S., "  
Russell, R. H. & Son, "  
Werner, Edgar S., "  
Garrett Co., P., Philadelphia  
Penn Pub. Co., "

## Dictionaries & Cyclopedias.

Appleton, D. & Co., New York City  
Dodd, Mead & Co., "  
The Century Co., "  
Funk & Wagnalls, "  
Lippincott Co., J. B., Phila.  
Merriam, G. & C., Springfield, Mass.

## Diplomas, Reward Cards, etc.

Goes Lithographic Co., Chicago.  
Central Sch. Supply House, "  
Ricketts, C. L., "  
Ames & Hollinson, New York  
Fouch, A. J. & Co., Warren, Pa.  
Wilcox, John, Milford, N. Y.  
H. H. Carter & Co., Boston

## Duplicating Apparatus.

Lawton & Co., New York  
Dick, A. B. & Co., Chicago

## Flags, Medals, Badges, etc.

Hammett Co., J. L., Boston  
Robert Miller Co., "  
Oak Hall Co., "  
Carpenter & Co., Chicago  
Central Sch. Supply House, "  
Channon, H. & Co., "  
U. S. School Furniture Co., "  
American Flag Co., Easton, Pa.  
Consolidated Fireworks Co., N. Y. City  
Thorpe & Co., S. S., "  
Degraw, Aymar & Co., "  
Ensign M'fg Co., "  
Whitehead & Hoag Co., Newark, N. J.  
Frink, W. C., Elizabeth, N. J.

## Gymnasium Apparatus.

Spauldin, A. G. & Bros., New York  
Narragansett, Mach. Co., "  
Providence, R. I.

## Kindergarten Material

Hammett Co., J. L., Boston  
Charles & Co., Thos., Chicago  
Schermerhorn Co., J. W., N. Y.  
Steiger Co., E., "  
Milton Bradley Co., "  
Springfield, Mass.

## Manual Training Supplies.

Chandler & Barber, Boston  
Hammacher, Schlemmer & Co., "  
New York.  
Barnes, W. F. & John, Rockford, Ill.  
Morse Mach. Co., Rochester, N. Y.  
Reed, F. E. & Co., Worcester, Mass.  
Strelinger, C. A. & Co., Detroit, Mich.

## Minerals

English Co., New York City  
Simmons, E. E., "  
Ward's Nat. Sci. Co., Rochester, N. Y.  
Howell, E. E., Washington, D. C.  
Wilson, N. L., Boston, Mass.

## Wood Specimens.

Hough, Romeyn B., Lowell, N. Y.

## Maps (Relief and Wall), Globes, etc.

Hammett Co., J. L., Boston  
Central Sch. Supply House, "  
Chicago.  
Olmsted, W. C., "  
Rand, McNally & Co., "  
U. S. School Furniture Co., "  
Western Pub. House, "

Bell, W. L. & Co., Kansas City  
Olcott, J. M., N. Y. City  
Harrison W. Bev., "  
Holbrook, W. H., Windsor Locks, Ct.  
Cheney Globe Co., Mystic Bridge, "  
Schedler, H., New York  
Howell, E. E., Washington, D. C.

## Pens, Pencils, and Ink.

Am. Lead Pencil Co., New York  
Faber, A. W., "  
Barnes & Co., A. S., "  
Eagle Pencil Co., "  
Faber, Eberhard, "  
Spencerian Pen Co., "  
Electric Pen Co., "  
Gillott, Jas. & Sons, "  
Esterbrook Pen Co., "  
Dixon Pencil Co., Jersey City, N. J.  
Miller Bros. & Co., Meriden, Ct.  
Diamond Ink Co., Milwaukee, Wis.  
Higgins C. H. & Co., Brooklyn, N. Y.  
Lippincott Co., J. B., Phila.

## Pencil Sharpeners

Goodell & Co., Antrim, N. H.  
Hammett Co., J. L., Boston  
Central Sch. Supply House, "  
Chicago  
Dick & Co., A. B., "  
U. S. School Furniture Co., "  
Walker M'fg Co., "  
Andrews Sch. Fur. Co., N. Y. C.  
Gould & Cook, Leominster, Mass.  
Lippincott Co., J. B., Phila.

## Photos for Schools.

Soule Photo Co., Boston  
Dunton, C. H. & Co., "  
Wm. H. Pierce Co., "  
Hegger, Frank, New York  
Franz Hanfstaengl, "  
Berlin Photo Co., "  
Ad. Braun & Co., "

## Program Clocks.

Fred. Frick, Waynesboro, Pa.  
Blodgett Bros., Boston, Mass.  
Prentiss Clock Co., N. Y. City

## School Records, Blanks, and Stationery.

Babb, Ed. E., Boston  
Hammett Co., J. L., "  
Central Sch. Supply House, "  
U. S. School Furniture Co., "  
Lippincott Co., J. B., Phila.  
Smith & White M'fg Co., "  
Holyoke, Mass.  
Acme Sta. & Paper Co., N. Y. C.  
American News Co., "  
Olcott, J. M., "  
Blair Co., J. C., Huntington, Pa.

## School Bells

Blake Bell Foundry, Boston  
Hammett Co., J. L., "  
McShane Bell Found., Baltimore, Md.  
Central Sch. Supply House, "  
Chicago.  
U. S. School Furniture Co., "  
Buckeye Bell Foundry, Cin., O.  
Cincinnati, "  
Am. Bell Foundry, Northville, Mich.  
Meneely Bell Co., Troy, N. Y.  
Meneely & Co., West Troy, N. Y.  
Rumsey & Co., Seneca Falls, N. Y.  
Stuckstedt & Bros., St. Louis, Mo.

## Second Hand School Books.

Babb, Ed. E., Boston  
Allen, D. A., Chicago  
Barnes, C. M. Co., "  
Harrison, W. Bev., N. Y. C.  
Hinds & Noble, "  
Keyser, W. H. & Co., Philadelphia

## Teachers' Agencies

Albany Teachers' Agency, Albany  
Penn. Ed. Bureau, Allentown, Pa.  
Bridge Teachers' Agency, Boston  
Beacon  
Co-operative, "  
Eastern, "  
Winship Teachers' Agency, "  
Albert & Clark Agency, Chicago  
Co-operative Teachers' Agency, "  
Chicago  
National Teachers' Agency, "  
The Thurston Teachers Agency, "  
Chicago  
Interstate Teachers' Agency, "  
Colorado Teachers' Agency, Denver  
National Ed. Bureau, Harrisburg, Pa.

Texas School Agency, Marshall, Tex.  
Coyriere, Mrs. N. Y. C.  
Flak Teachers' Agencies, Boston, New York, Chicago  
Toronto, Los Angeles  
Hazen, Irving, Met. Tea. Bu.  
N. Y. Educational Bureau, N. Y. C.  
Schermhorn Co., J. W., "  
Young-Fulton, Mrs. M. J., "  
Interstate Teachers' Agency, "  
Saginaw, Mich.  
Bardeen, C. W., Syracuse, N. Y.  
Robertson, L., Memphis, Tenn.  
Educational Ex. Providence, R. I.  
Central Ed. Bureau, Phila. Pa.  
Parker, C. J., Raleigh, N. C.  
Southern Teachers' Exchange, Nashville, Tenn.

**Typewriters.**  
Am. Writing Mach. Co., N. Y.  
Wyckoff, Seamans & Benedict, "  
Densmore Typewriter Co., "  
Hammond Typewriter Co., "  
Yost Typewriter Co., "  
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Boston Blower Co., "  
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Palsey, J. F. "  
Buffalo Forge Co., Buffalo, N. Y.  
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J. L. Mott Iron Works, "  
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Peck & Williamson Co., Cincinnati O.  
Hersey Atwood Heater Co., "  
Clifton, N. J.  
Roberts Machine Co., Collegeville, Pa.  
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U. S. Heater Co., Detroit, Mich.  
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Detroit Heat & Vent. Co., "  
E. M. Link, Machine Co., Erie, Pa.  
Stover Heater Co., Freeport, Ill.  
Herenden Mfg. Co., Geneva, N. Y.  
Boston, New York, Phila., Pa.  
Hartford Heater Co., Hartford, Ct.  
Raymond Campbell Mfg. Co., "  
Middletown, Pa.  
Mowry, W. C., Norwich, Conn.  
H. Sandmyer & Co., Peoria, Ill.  
I. A. Sheppard & Co., Philadelphia  
Howard Furnace Co., Syracuse, N. Y.  
Pease Furn. Co., J. F., Syracuse, N. Y.  
Ranton Boiler Co., Syracuse, N. Y.  
Carton Furnace Co., Utica, N. Y.  
Giblin & Co., "  
Kernan Furnace Co., "  
Russell Wheeler & Co., "  
Broomell, Schmidt & Co., York, P.

## Architects.

We publish below a directory of architects who have had experience in designing and planning school buildings. Boards of Education usually employ a competent architect even for the smallest building, and the result is a dignified, well planned, economical structure, a credit to the city or town. We shall be glad to answer correspondence as to the names below, but we suggest that the architects be addressed directly, mentioning THE SCHOOL JOURNAL.

**Eyre, Wilson**  
927 Chestnut St., - - PHILADELPHIA, PA.  
Architect of the Educational Building, 61 E. 9th street, N. Y.

**Schweinfurth, Albert C.**  
SAN FRANCISCO, CAL.

**Schweinfurth, C. F.**  
CLEVELAND, O.  
Architect of Ursuline Convent, Cleveland. St.

Joseph Seminary, Nottingham, O. Physical laboratory, Adelbert College, Cleveland.

**Schweinfurth, J. A.**  
Exchange Building, BOSTON, MASS.  
Architect of James St. and Seymour St. Schools, Auburn, N. Y., etc.

**Gardner, Byrne & Gardner**  
SPRINGFIELD, MASS.  
Mr. Gardner is the author of Gardner's "School Buildings."

**Hilton, Howard**  
75 Westminster St., - - PROVIDENCE, R. I.

**Beman, S. S.**  
Architect of Laboratories and Medical School, Northwestern University.

**Brocklesby, Wm. C.**  
HARTFORD, CT.  
Architect Dormitory for Smith College, Northampton, Mass., and New Britain High School, Ct.

**Bullard, Geo. Wesley**  
TACOMA, WASH.  
Architect of Puget Sound University, Young Men's Hall, etc.

**Wheelwright & Haven**  
BOSTON, MASS.  
Architects of many Boston Schools, also High School Building, Marlboro, Mass.

**Potter, William A.**  
NEW YORK CITY  
Architect of the Teachers College, N. Y. City, Commencement Hall, Princeton College, N. Y.

**McKim, Mead and White.**  
NEW YORK CITY.  
Architects of Columbia College Buildings, New York, University Buildings, New York, Brooklyn Institute, Latin School, Baltimore, Md., etc.

**Marshall, Henry Rutgers.**  
NEW YORK CITY.  
Architect of Brearley School, 9 W. 54th Street, N. Y. City, Bryn Mawr School, Baltimore Md.

**Lamb and Rich.**  
NEW YORK CITY.  
Architects of Alumni Hall, Dartmouth College, Hanover, N. H., Berkeley School, 9 W. 44th St., New York, Pratt Institute, Brooklyn, N. Y.

**Copes and Stewardson.**  
PHILADELPHIA, PA.  
Architect of Pembroke Hall, Bryn Mawr College, Dormitory Buildings for University of Pennsylvania, etc.

## New Text-Books for the Month.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

AUTHOR.	TITLE.	Pp.	BINDING.	PRICE.	PUBLISHER.
Beebe, Katherine	Home Occupations for Little Children.	96	Cloth	.75	The Werner Co.
Benton, Emily E.	The Happy Method in Numbers for Little People	423	B'ds	.75	C. W. Bardeen, Syracuse
Brownson, Carleton L.	Smith's Smaller History of Greece.	160	Cloth	1.00	Harper Brothers.
Blart, Lucian	Quand j' etais petit.	178	"	.50	The Macmillan Co.
Cutler, Edw. H. (Ed.)	Virgil's Aeneid, IX.	218	"	.50	Ginn & Co.
Ellis, E. S.	Lives of the Presidents of United States.	218	B'ds	.36	A. Flanagan,
Damrosch, Frank	Folk-songs and Part-songs.	245	Cloth	.75	G. Schirmer.
Hart, E.	Chemistry for Beginners.	170	Flx. Cl.	1.50	Easton, Pa., Chem. Pub. Co.
Goodrich, F. P. (Ed.)	Goethe's Gotz von Berlichingen.	170	Cloth	.70	H. Holt & Co.
Hardy, T. R.	Key to Dr. Gow's Method of English for Secondary Schools.		"	1.60	The Macmillan Co.
Judson, Harry Pratt	The Latin in English.	225	"	1.60	H. Holt & Co.
Hoff, J. H. Van T.	Studies in Chemical Dynamics.		"	2.50	Easton, Pa., Chem. Pub. Co.
Lowell, Jas. Russell	Lowell Leaflets.		"	.40	Houghton, Mifflin & Co.
Macaulay, T. Babbington	The Life of Samuel Johnson.	70	Paper	.30	American Book Co.
Malory Sir T.	Le Morte d' Arthur.		B'ds	.20	The Macmillan Co.
Montgomery, Ja. L.	Modern Bookkeeping.	240	Cloth	.75	Maynard, Merrill & Co.
Owen & Paget (Eds.)	Octave Feuillet's "Roman d'un jeune homme pauvre."	280	Mor. Cloth	.80	H. Holt & Co.
Ott, Edward	How to Use the Voice.	275	"	.55	The Drake Sch. of Oratory.
Phillips, Andrew W. and Irving, Fisher	Logarithms of Numbers.		"	1.25	Harper Brothers.
Phillips, Andrew W. and Irving, Fisher	Plane Geometry.		"	.80	Harper Brothers.
Scott, W. B.	An Introduction to Geology.	573	"	1.00	The Macmillan Co.
Sheldon & Co.	New System of Standard Writing.		"	1.00	Sheldon & Co.
Sheldon & Co.	New System of Vertical Writing.		"	.72	" "
Setchell, W. A.	Laboratory Practice for Beginners in Botany.	199	Cloth	.90	The Macmillan Co.
Smith, J. F.	School Geometry.	321	"	1.00	Scott, Foresman & Co.
Talbot, H. P.	An Introductory Course to Quantitative Chemical Analysis.	125	"	1.50	The Macmillan Co.
Sonnenburg, Rudolf and Schoelch, Michael	New Practical German Grammar.	308	"	1.00	B. Herder.
Stoker, Gertrude A.	Seeing and Doing.	55	Paper	.50	St. Paul Book & Stationery Co.
Wells, C. R.	The Practice System of Business Training and Bookkeeping.	138	B'ds	.65	Williams & Rogers.

Louisville, Ky.—Prof. Hiram Roberts, principal of the Louisville normal school, died March 6.

Burlington, Ia.—An appropriation of \$4,000 has been made for a new site for a school building. This will allow more playground, and accommodate a greater number of children, although it will necessitate a change in the school districts.

The number of women teachers in Great Britain is increasing. Twenty-one years ago there were 11,616 male teachers to 14,901 female. Last year the numbers were 26,270 men and 66,310 women.

Boston, Mass.—Lexington is to have a manual training school. By the provisions of the will of the late C. E. Richardson, \$35,000 is left to the town for that purpose.



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## Nature Study, Promotion, Home-Work.

The regular spring meeting of the Westchester County Teachers' Association was held in the Yonkers high school building, Saturday, March 27. About 250 teachers were present. Supt. J. C. Rockwell, of Portchester, presided. Supt. Frank O. Payne, of Glen Cove, L. I., made an interesting and suggestive address on "Why and How of Nature Study." He showed how the study of natural objects may be profitably correlated with language, drawing, paper-cutting, arithmetic, etc. Glen Cove schools devote one-half hour each week to nature-study.

On "Defects in Our Present Methods of Grading and Promotions" Supt. Isaac E. Young, of New Rochelle, spoke feelingly against the "cast-iron program that requires every teacher in a grade to do exactly the same work." He would allow for the environment and development of the particular class. Use, advantages, and disadvantages, of the "grouping system," as advocated by Supt. Shearer, of Elizabeth, N. J., were discussed. Supt. R. A. Stewart, of White Plains, declared the best system is "that which gives every pupil an opportunity to do his best without pushing any one." There are two groups in each grade in White Plains schools, and pupils are promoted from the lower to the higher group. This is also true of Glen Cove schools. A disadvantage of the grouping system is considerable extra work for teachers.

### HOME WORK.

At the afternoon session many interesting papers were read by women teachers from Sing Sing, New Rochelle, Mt. Vernon, White Plains, Portchester, Irvington, Yonkers, and other places on the amount and character of "home work" given in their classes. The prevailing opinion was that a considerable amount of home work is both necessary and advantageous to pupils in the higher grades, teaching them self-reliance and habits of systematic study. To the lowest grades not much, if any, home work should be given. Supt. Charles E. Gorton, of Yonkers, in closing the discussion, advised against giving lessons to be studied at home to pupils in the fourth year and below. "In the fifth year such home work should be very moderate indeed." Home work should consist of history, geography, and such studies as may be easily learned by the pupil without outside help. In his opinion, mathematics is not a proper subject for home study. Not more than one and one-half hours home study, at the most, should be required of pupils in the very highest grammar grade. Much depends upon home conditions.

### NEW OFFICERS.

The following are the new officers of the association: President, Prin. R. A. McDonald, Irvington; secretary and treasurer, R. A. Stewart, White Plains; Vice-Presidents: First district, Miss Ida M. Babcock, New Rochelle; second district, Miss Margaret Tewey, Irvington; third district, Miss Wolcott, Mt. Kisco; Miss Carrie Rehorn, Yonkers, and Miss Carrie E. Lockwood, Mt. Vernon.

## Recent Books of Harper & Bros.

Out of the great mass of letters to the publishers from many prominent teachers of mathematics commending Phillips & Fisher's "Elements of Geometry," the following pithy extracts have been taken to bring out the special features of the work:

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"The problems of construction, with the early introduction of the use of the right triangle, rules, and compass, will be an incentive to the student," etc., etc.

These brief quotations show the superior character of this work. Messrs. Harper & Brothers, New York, publish it at \$1.75. "The Plane Geometry" may be had in a separate volume at 80 cents per copy. An abridged edition of the complete work will soon be published.

The revised edition of Smith's "Smaller History of Greece," (\$1.00) which was brought out by Messrs. Harper & Brothers, a short time ago, has given new life to a book which was worthy of perpetuation. In its new dress, with larger type, new illustrations, some of them reproduced from recent photographs, and new maps, the book is especially attractive, and will, undoubtedly, have an additional interest for the student. In preserving as much as possible of the earlier edition, the reviser has fully appreciated and met the needs of the book and of teacher, one of whom recently wrote to the publishers as follows:

"In my estimation, the proper way to revise Smith's "Smaller History of Greece" is to let it alone. The plan of the original work is excellent, and should not be changed; it is only necessary to correct the inaccuracies, and to supply noteworthy omissions of the old edition to have a perfect book."

A forthcoming work, which is bound to create a stir in the educational world, is "An Experiment in Education," by Mary R. Alling-Aber (\$1.25), which is soon to be published by the Harpers. The author of this book had many years of experience in teaching before the experiment which, from its success, she has been led to describe in detail, was made. The story of the way in which her class of young students was taught by object lessons to comprehend, to a remarkable degree for pupils of their age, the uses and principles of natural science, and to understand tales and poems drawn from literature and history, is exceedingly interesting, and should be of much help to every teacher of young people.

"To present, successfully, the subject of physics to a class of students, three things seem to be necessary," says Dr. Joseph S. Ames, of Johns Hopkins university; "a text-book, a course of experimental demonstrations and lectures, accompanied by recitations, a series of laboratory experiments, mainly quantitative, to be performed by students themselves, under the direction of the instructors."

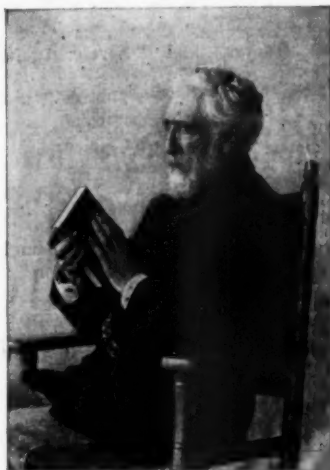
Dr. Ames places the text-book first because he believes that none but advanced students can be trusted to take accurate, scientific notes of lectures, and a text-book which states the theory of the subject in a clear and logical manner, so that recitations can be held on it, seems to him absolutely essential. He is the author of "Theory of Physics," (\$1.60) recently published by the Harpers, and it is quite evident that he kept this thought constantly before him in writing this work, as will be even in the following letter from Prof. Charles B. Thwing, of Knox college. "Ames's Physics is remarkable for the clearness with which it states the fundamental doctrines of energy, and makes them a framework for a consecutive treatment of physics as a whole, in contrast to the fragmentary way in which the subject is so often treated." Another writer, Professor E. R. Northrup, of the University of Texas, says: "There has been a real need of a logical, systematic book on physics for beginning students. I have carefully looked over Dr. Ames' new book, and believe that it fills the need exactly."

The "Theory of Physics" differs from all other text-books in many particulars. It should be carefully examined by every progressive teacher of this subject.

# Masterpieces of Literature.

Despite the remarkably varied contents of Charles Dudley Warner's "Library of the World's Best Literature," the accuracy and perfection required, and the wide division of labor involved, two more of the superb volumes have promptly come to hand, and these more than bear out the high opinion we had already formed of the work. These volumes impress us again with the felicity of the idea and the excellence of the general aim and plan. It is the crowning virtue of Mr. Warner's Library that it delivers the masterpieces of literature, in a most convenient and available form, into the hands of the people to whom they properly belong—the masterpieces, too, not simply of this country or that country, this time or that time, but of all countries and of all times that in literature have produced masterpieces. It is a great idea; and we rejoice to see it coming to us so admirably fulfilled under the execution of Mr. Warner, Mr. Mabie, and their learned associates.

As above stated, the two volumes just issued repeat the excellence of the earlier volumes. True Mr. Warner's Library is not avowedly devoted to any special field of knowledge such as science or history; it is more; it comprehends all departments of intellectual activity. A good Library of Literature must, in the very nature of the case, comprise the most agreeable and authoritative record of whatever has been learned or thought in the world, whether it falls in the domain of history, science, fancy or speculation. Hence, with only these thirty volumes, one will possess an all-round general working library.



CHARLES DUDLEY WARNER.

As showing the comprehensiveness of the two volumes now before us, it may be said that they range from Bion, the Greek poet who lived some 275 years before Christ and wrote the noble "Threnody," to James M. Barrie, whom only the other day in New York, publishers and editors were jostling each other to banquet and placate, in the hope of securing the right to publish his next novel. Along with an interesting sketch of Mr. Barrie's life and a remarkably intelligent and sympathetic study of his genius, is given the best of his "Auld Licht Idylls" and of the stories in "A Window in Thrums," and even a fine episode from "Sentimental Tommy," that wonderful novel of his which is only just now published. This for a work of the magnitude and enduring quality of the Library is keeping up to date with an emphasis.

One of the most interesting sections in the volume of the Library now under review, and one of the best illustrations also of the excellence of its plan and execution, is the section devoted to Balzac, the greatest of the French novelists, and one of the greatest novelists of any nation. Balzac died in 1850, with the world not yet half aware of his wonderful power of analysis, creation, and portrayal. While not abating any of its merely entertaining quality, he had given the novel a serious import, making it a presentation and criticism of life of the utmost significance. Little by little, as the significance of his writings dawned upon the public, the interest in him and his work quickened, until now the name one hears on every hand, not only in literary, but also in ethical and scientific discussion, is Balzac. Complete editions of his works are issued at great cost in many countries; and scholars and critics of the finest quality devote themselves to the special study and exposition of them. For a person of general culture not to know something of his life and writings is what it would be for English readers not to know something of Shakespeare.

But with the Balzac literature, grown to such bulk, the question arises. Can the task of getting out of it what the general reader ought to have, be so simplified as to be made possible for him? In the Balzac section of Mr. Warner's Library this task is really so simplified as to become not only possible—easily possible—but extremely pleasant. Prof. W. P. Trent, of the University of the South, one of the few men who have read for themselves every line that Balzac published gives within a space of 20 pages, an account of Balzac's life, the scope and character of his work, and his place in literature, that only specialists can desire more, and which even they will find very helpful. "One might," professor Trent says, "write a hun-

dred essays on Balzac and not exhaust him;" but of the several hundred that have already been written, the essential parts are all in this one of Professor Trent. Then, in sixty-four pages more, we have, in many wisely chosen parts from Balzac's voluminous works such a presentation of his writings that the reading of them, in connection with the introductory essay, will be found a most delightful pastime. Nobody need approach it with heavy-hearted dutifulness as a task, but they can plunge into it whole-heartedly, as pure pleasure, just as they would go to the play. There is given also a portrait of Balzac that is much the best we have ever seen; it reveals the strange, strong genius of the man as does no other with which we are acquainted.

The frontispiece of one of the new volumes is an excellent portrait of Henry Ward Beecher. Dr. Lyman Abbott, Mr. Beecher's successor as pastor of Plymouth church, furnishes an interesting sketch of his life and a description of his qualities and power as a writer and preacher. "The greatness of Henry Ward Beecher," says Dr. Abbott, "consisted not so much in a predominance of any one quality as in a remarkable combination of many." So true is this that, unlike many orators, Mr. Beecher has left something more than traditions of his greatness. While not often named as a man of letters, he has left no small body of writings, many of which will be interesting and inspiring to men for many a day to come. One is convinced of this in the Library, where are reproduced one of the famous "Star Papers," one of the great sermons, chapters from the novel "Norwood," and other writings, showing Mr. Beecher on all of his many sides, and at his best.

"Masterpieces every one," may truly be said of the varied and interesting contents of the Library, and this characterization applies with equal truth to the special articles on great authors prepared by over three hundred literary celebrities of this country and Europe. And not only individual authors but entire fields of literature are covered in these exhaustive reviews, and their perusal gives the reader a connected, comprehensive and impressive idea of the whole world of letters. In a word, the masterpieces afford the equivalent of uncondensed thousands of books, and the essays furnish a guide to them all and to much other good reading. These purely literary portions in connection with the Dictionary of Authors, the Synopsis of all Notable Works, and the exhaustive General Indexes make it possible to easily gain a knowledge of all that is best in books, and to quickly ascertain any desired literary fact. No one with any aspirations to literary culture or taste can afford to be without this monumental compendium. In a word, if one reads at all, it is invaluable. With the aid of this great library, one may acquire in a season's easy reading a wider grasp of literature than could otherwise be obtained by the industrious study of a lifetime. Although this proposition may seem startling at first, these thirty volumes really contain a well-rounded literary education.

The first edition is, of course, the most desirable, because printed from the new, fresh plates. Usually a higher price is charged, but the publishers of the Library have actually reduced the price, and are making a special offer, so as to place a few sets in each community for inspection. At the figure put upon these special sets, the buyer saves nearly half the list price, besides having the privilege of easy monthly payments. But it is possible to take advantage of this price through the Harper's Weekly Club only which offers a limited number of sets, to introduce and advertise the work. The club now forming, closes in April, when the price will be advanced.

In order that interior readers, who so desire may make sure of the work at the introductory price, we have again reserved fifty of these special sets, which will go to the first who apply, mentioning this publication. Prompt application for sample pages (and special prices) should therefore be made to Harper's Weekly Club, 91 Fifth avenue, New York.



HAMILTON W. MABIE.  
Associate Editor.



## Books Under Way.

(Under this head will appear advanced announcements of forthcoming text books.)

## American Book Company.

- "Natural Elementary Geography," by Jaques W. Redway, F. R. G. S.  
 "Natural Advanced Geography," by Jaques W. Redway, F. R. G. S.  
 "School Readings by Grades," by Jas. Baldwin, Ph. D.  
 "Stories of Missouri," by J. R. Musick.  
 "Freytag's Journalisten," (Johnson) 11th volume of "Modern German Texts."  
 "Riehl's Der Fluch der Schonheit," (Frost) 12th volume of "Modern German Texts."  
 "Geographical Reader and Primer," revised edition; numerous illustrations.  
 "Geographical Reader of Asia," by Frank G. Carpenter, richly illustrated.  
 "Story of Troy," by M. Clarke; 13th volume Eclectic School Readings.  
 "Arabian Nights," by M. Clarke. 14th volume Eclectic School Readings.  
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 "Cæsar's Gallic War," Book II., by William C. Collar, headmaster of Roxbury Latin school, Boston.  
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(Continued on page 441)



## Building Notes.

## ALASKA.

Sitka will build school-house. Write C. N. Bliss, secretary. Department of the interior, Washington, D. C.

## CANADA.

Metcalfe will erect a new high school here; cost, \$8,000.

Montreal.—W. C. McDonald has given \$450,000 to McGill university for a building for chemistry, mining, and metallurgy, and for the endowment of chairs of architecture, and mining, and metallurgy.

Newcastle will build union school. Write Archs. Curry, Baker & Co., 70 Victoria street, Toronto.

## CALIFORNIA.

Gilroy will vote on issuing \$50,000 bonds for a new school-house and other improvements. Write H. R. Chesbro.

Salinas will build school-house. Write A. C. Barker.

San Jose will build high school. Write Arch. Jacob Lenzen.

San Diego will build state normal school; cost, \$75,000.

San Francisco will build a new school-house for St. Luke's church. \$20,000 has been appropriated. The legislature has passed an act to re-appropriate \$125,000 for buildings for the University of California.

Saratoga will hold an election to vote on issuing \$6,000 of bonds for school-house purposes.

## CONNECTICUT.

Derby will build parochial school-house on Elizabeth street; cost, \$40,000. Write Arch. Warren R. Briggs, Bridgeport.

Montville will build school-house; cost, \$20,000. Write Arch. Wilson Potter, New York city.

New Haven will erect an Alumni Hall for Yale university; cost, \$150,000—will remodel brick school-house on Edgewood avenue, at a cost of \$15,000. Write L. W. Robinson, architect.

## DISTRICT OF COLUMBIA.

Washington will build Western high school. Wm. C. Peake, contractor, at \$84,413.

## FLORIDA.

De Land will build addition to Stetson university; cost, \$50,000. John T. Clark, contractor.

## GEORGIA.

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electrical laboratory for Athens university; cost, \$25,000.

Atlanta will build Knowles dormitory for the Technological school. Write Bruce & Morgan, architects.

Sandersville will build school-house; cost, \$10,000. Write school board.

## ILLINOIS.

Bloomington will remodel the old high school building. Address P. O. Moratz, arch.

Cairo will erect a high school building; cost, \$28,000. Address M. E. Bell, arch., 84 Adams street, Chicago.

Chicago.—It is proposed to issue \$3,000,000 in bonds for the building of new school-houses. Will receive bids for cabinet work required in various school-houses of the city. Write John A. Guilford, room 1,110, Schiller building.—Will build high school; cost, \$40,000. Write board of education.—Will build lecture hall for the Art Institute; cost, \$30,000. Write Shepley, Rutan & Coolidge, archs.—Will build additions to three school buildings. Write Arch. Normand S. Patton, Schiller building.—Will improve the Charles Kosminski school building. Write Normand S. Patton, arch., 1,117 Schiller building.

Davis will heat and ventilate its new school-house. Write Thos. Cronemiller, clerk.

Freeport will build school-house. Address L. L. Hime, cont.

Hoopeston will build school-house. Write board of education.

Joliet will build school-house. Write C. H. Carpenter, sec.

Peoria.—Plans by Henry Ives Cobb, of Chicago, have been approved for the new Bradley Hall of the Bradley Polytechnic Institute.

Quincy.—A new building is proposed

for the Washington school building. Upper Alton will build addition to Central school building. Write Arch. O. G. Stelle.

## INDIANA.

Chalmers will build school-house. Address Chas. Holladay, trustee of Big Creek township.

Fort Wayne will add an additional story to Holton Avenue school-house. Write board of education.

Hibbard.—The school-house here burned.

Michigan City will build school-house; cost, \$3,000. Write Mr. Charles Walters, trustee.

Plymouth will build school-house; cost, \$13,000. Write Archs. Wing & Mahurin, Fort Wayne.

Terre Haute.—The Sisters of Providence have contracted for the erection of a college.

Vincennes will build school-house. Write Jas. A. Plummer, sec.

Wabash will build school-house; cost, \$15,000. Write Wing & Mahurin, archs., Fort Wayne.

## IOWA.

Burlington will vote on issuing \$16,000 of school bonds. H. A. Kelley, sec.; will build West Hill school-house; cost, \$24,000. Write F. S. Allen, arch., Joilet, Ill.—Proposals are wanted for school-house. Address W. W. Baldwin, president of board of education.

Clarion will vote on the issuing of bonds for the erection of a new school-house and an addition to present building. Write I. A. Nagle, sec.

(Notice this to-day. This ad. may not appear again.)

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Council Bluffs will build an addition to the Twentieth Avenue school-house. Address school board.

Davenport will build school-house. Write P. McManus, chairman committee on buildings.

Dubuque.—Buechner & Jacobson, of St. Paul, Minn., report that no figures will be taken on the Theological seminary here until April.

Fonda will build high school; cost, \$18,000. Write board of education.

Fort Dodge will receive bids for inserting steam, heating, and ventilating plant; also blackboards required in the new high school building. Write W. H. Waller, secretary.

Mountair will build school-house. Write J. E. Main, sec. school district No. 9.

Murray contemplates the erection of a new school-house. Address W. C. Hoffman, secretary of school board.

Newton will vote on the proposition of issuing bonds for the erection of additional school buildings. Write A. C. Gates, city clerk.

Ottumwa will build school-house. Write W. H. Fetger, secretary of school board.

Paton will build school-house. Address Wm. E. Stewart, secretary board of directors.

Sidney will build addition to school-house; will receive bids for inserting heating apparatus in same; cost, \$6,000. Write board of education.

Waterloo will build school-house. Write Ira Rodamar, sec.

Winfield will build school-house; cost, \$7,000. Write C. A. Dunham, arch., Burlington.

#### KENTUCKY.

Louisville.—An appropriation of \$45,000 was made for the erection of two school buildings.

#### MAINE.

Augusta will build school-house, corner of Sewall and Capitol streets. Address Wing & Getchell, archs.

Portland will build school-house; cost, \$25,000. Write Fred A. Thompson, arch., Exchange Place.

#### MARYLAND.

Baltimore.—The first branch of the council passed ordinances appropriating \$135,000 for sites and new school buildings.

#### MASSACHUSETTS.

Arlington will build kindergarten school and hall. Write Gay & Proctor, archs.

Boston will build school-house; cost, \$15,000. Write Lewis H. Bacon, arch.

Cambridge will build a students' dormitory on Mt. Auburn street.—Will build new Latin school-house. Write J. S. Jacobs & Son, Boston.

Hamilton will build school-house; cost, \$10,000.

Hopedale.—A \$20,000 school-house is proposed for this town.

Leominster will erect two grammar school-houses; cost, \$45,000.

Lynn will build school-house in ward 3; cost, \$25,000.

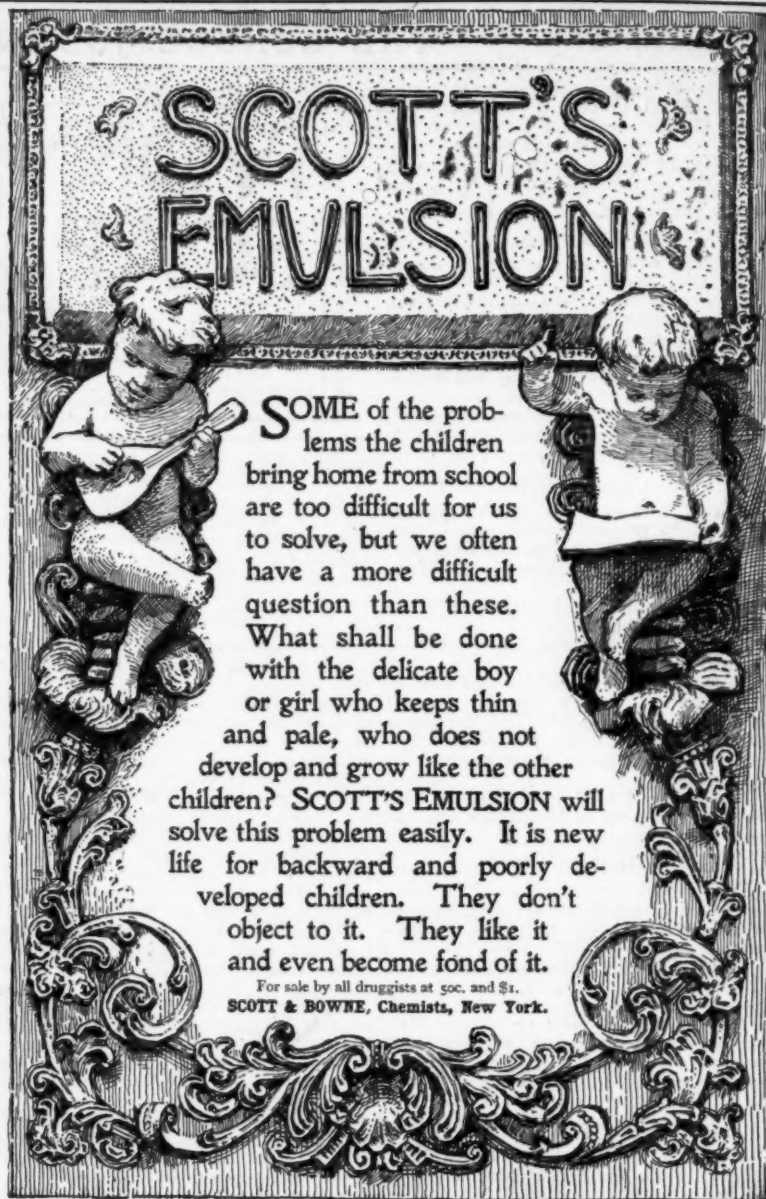
Melrose will build high school on Main street. Write F. G. Coburn & Co., Boston.

North Adams will build school-house in Beaver district; will build addition to the Church street school building. Write James D. Hunter, chairman of building committee.

South Hadley will build administration building for Mt. Holyoke college. Write Archs. Gardner, Pyne & Gardner, Springfield.

Springfield proposes to spend about \$100,000 in building new and making alterations to old school-houses, besides the cost of the new high school.

Weymouth will erect a new union



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(Continued from page 438.)

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"Tennyson's Enoch Arden and the Two Locksley Halls," edited, with introduction and notes, by Calvin S. Brown, of Vanderbilt university.

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"Pope's Iliad," books 1, 6, 22, and 24, with introduction and notes; ready in August.

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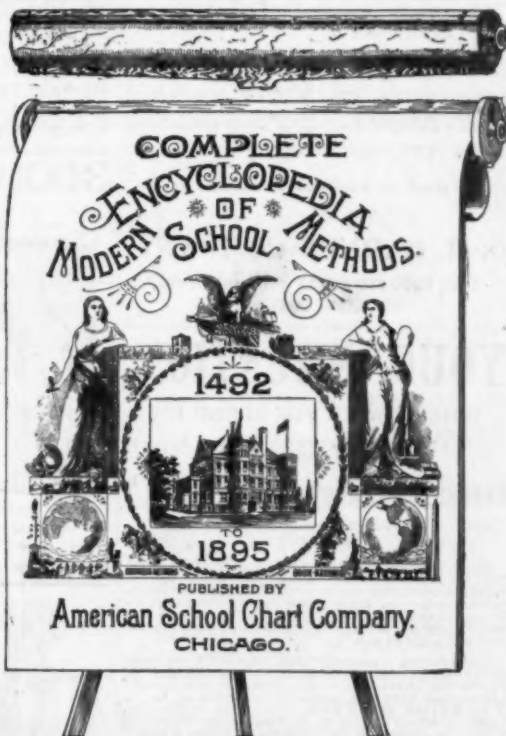
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Stillwater will build school-house; cost, \$14,000. Write Archs. Orff & Joralemon, Minneapolis.

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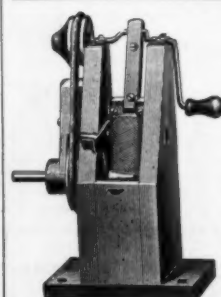
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Maryville.—The fourth district normal school will be erected here.

Springfield will build additions to school houses. Write board of education.

#### MONTANA.

Butte will erect a school of mines; cost, \$100,000. Write legislature.

Kalispell.—The proposition to bonds the district for the erection of a new school-house was defeated at the election.

#### NEBRASKA.

Lincoln will erect a new high school building. Write W. A. Hackney, president board of education.

Nebraska City will erect high school building; cost, \$25,000. Write S. A. Hail, secretary board of education.

Omaha will build high school; cost, \$15,000.

Ravenna will build addition to present school-house; cost, \$5,000. Write J. R. Patterson, school director.

Valentine will build school-house; cost, \$10,000.

#### NEW HAMPSHIRE.

Hanover will erect Alumni Hall for Dartmouth college; cost, \$60,000. Address President Tucker.

#### NEW JERSEY.

Boonton will erect school-house; cost, \$16,000. Write board of education.

Cape May is considering the proposition of erecting a new high school.

Hoboken.—Bids will be received for steam heating and ventilating apparatus for public school-house No. 7. Write M. V. McDermott, city clerk.

Jersey City will erect school-house; cost, \$90,000. Write Hugh Roberts, arch.—Will erect a new normal school; cost, \$50,000. Write board of education.

A bill has been introduced, authorizing the issuing of \$300,000 bonds for the erection of public schools in this city.

Madison will build addition to school-house; cost, \$15,000; will build school-house; cost, \$30,000. Write Boring & Tilton, archs., New York city.

Newark will build high school building; cost, \$220,000. Write building committee of the board.—Will build school-house on North Sixth street; cost, \$30,000. Write Arch. F. F. Ward, 245 Broadway, New York city.

South Orange will build addition to Columbia school-house; cost, \$25,000. Write board of education.

Vineland.—H. Conger Edgette has made plans for the New Jersey training school, to cost about \$25,000.

#### NEW YORK.

Buffalo.—A college building will be added to the St. Joseph's Collegiate Institute; cost, \$50,000. Write Archs. Metzger & Greenfield, White building. The board of public works will receive proposals for furnishing school furniture as required in the various school buildings and annexes of this city. Write Mark S. Hubbell, city clerk.—Will build school-house on Glenwood avenue; cost, \$55,000. Write George J. Metzger, arch.—Will build school-house; cost, \$40,000. Write Geo. Metzger, arch.—Irlbacker & Sons have the contract for heating and ventilating the new school-house on Seventh street; cost, \$10,984.

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Charles Scribner's Sons announce that they have in press for early publication "A Short History of Mediaeval Europe," by Oliver J. Thatcher, Ph. D., Professor of History in the University of Chicago. The book will contain 350 pages 12 mo, with maps, chronological tables and index, and will cover the period from the first century to the Italian Renaissance in the sixteenth. It has been adopted by the Chautauqua Reading Circle in advance of its appearance for required reading in the next year's course.

The New York "Critic" of March 13, contains a portrait of ex-Postmaster-General William L. Wilson, who has accepted the Presidency of Washington and Lee university, Virginia, with a sketch of his life and of the history of that institution. He will enter upon his duties on July 1.

The study of function is the keynote of interest in the study of all living things. Along this path biology has made all its recent advances. The first person to use this open secret in the preparation of an elementary physiology is B. P. Colton, of the Illinois State Normal university, who has already published a remarkably successful book on zoology. Professor Colton has just written an "Elementary Physiology, Descriptive and Practical." It puts the study of function prior to that of anatomy, presents a unique order of topics, and abounds in practical directions for the study of organs and tissues. The publishers are D. C. Heath & Co., Boston, who will issue it at an early day.

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The "Century" is about to print a new short serial story by Mary Hartwell Catherwood,—"The Days of Jeanne d'Arc," the result of a very careful study of the history of the maiden warrior of France, and of a pilgrimage to the places she made famous. In the April "Century," which contains the first chapters, will appear two new portraits of Joan of Arc which have been discovered recently in Alsace.

The feature of "The Writer" (Boston) for March is an exceedingly interesting and helpful article on "Practical Newspaper Work," by Herbert S. Underwood, managing editor of the Boston "Daily Advertiser."

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Ginn & Co., have had prepared, by Margaret W. Morley, a botanical text-book entitled "A Few Familiar Flowers." This helps the pupil to know the real life of the plant. It shows what work is done by each part of the flower and how the flower parts are formed so as best to do this work. It shows, too, the offices of the leaves, stems, and roots, their position, and their shape. The book is intended for teachers of all grades, being adaptable to children in the first year of the primary school as well as to those in the last year of the high school.

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A "Portfolio" for use in the schools of Kansas has been issued W. L. Bell & Co., Kansas City, Mo. This begins with the civil government, and follows it up from the school district to the state. It tells how each officer is chosen, the length of time he serves, pay he receives, etc. Then the history of Kansas is taken up, and every important event given from the earliest authentic record down to the present. This subject is illustrated with portraits of the governors and other prominent men, together with scenes representing incidents in the growth and development of the state. A hand book containing about 120 pages of instructions to teachers and pupils, accompanies each copy of the "Portfolio."

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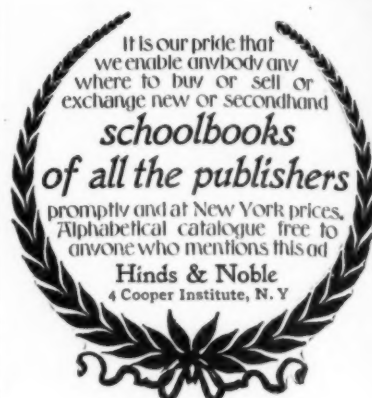
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